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# Social Science

CBSE Class 9

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## CLASS IX

## HISTORY

1. **The French Revolution**
Outline Political Map of France (For locating and labeling / Identification)
   - Bordeaux
   - Nantes
   - Paris
   - Marseilles

2. **Socialism in Europe and the Russian Revolution**
Outline Political Map of World (For locating and labeling / Identification)
   - Major countries of First World War (Central Powers and Allied Powers)
     **Central Powers** - Germany, Austria-Hungary, Turkey (Ottoman Empire)
     **Allied Powers** - France, England, Russia, U.S.A.

3. **Nazism and Rise of Hitler**
Outline Political Map of World (For locating and labeling / Identification)
   - Major countries of Second World War
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   - Territories under German expansion (Nazi Power)
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## GEOGRAPHY

***(Outline Political Map of India)***

1. **India-Size and Location**
   - India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling)

2. **Physical Features of India**
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   - Mountain Peaks – K2, Kanchan Junga, Anai Mudi
   - Plateau - Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau
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4. **Climate**
   - Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

5. **Natural Vegetation and Wild Life**
   - Vegetation Type: Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- For identification only
   - National Parks: Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
   - Bird Sanctuaries: Bharatpur and Ranganthitto
   - Wild Life Sanctuaries: Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

6. **Population (location and labelling)**
   - The state having highest and lowest density of population

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# The French Revolution

The French revolution is a landmark in the history of Europe and the world. It ended the monarchial system in France. The slogan of French Revolution i.e. *liberty*, *freedom* and *equality* became important ideas of the new era.

**Chapter Syllabus**

- French Society During the Late Eighteenth Century
- The Outbreak of the Revolution
- France Abolishes Monarchy and Becomes a Republic
- Did Women have a Revolution?
- The Abolition of Slavery
- The Revolution and Everyday Life

## French Society During the Late 18th Century

In 1774, **Louis XVI** of Bourbon family became the king of France. He was married to the Austrian Princess Marie Antoinette. When Louis XVI became the king, he got an empty treasury. Long years of war and maintenance of the court of the Palace of Versailles were the main reasons of it.

Louis XVI helped thirteen American colonies to gain their independence from Britain. As a result of this, more than 1 billion **livres**[1] were added to the debt which had already risen to more than 2 billion *livres*. The lenders who gave the credit began to charge an interest of 10 per cent on loans.

To meet the expenses like maintain the army, the court, running government offices and universities etc, the state was forced to increase the taxes. However this measure was not sufficient as French society was divided into three estates in 18th century and only members of the third estate paid taxes.

The society of estates was part of the **feudal**[2] system of the middle ages. The society and institution of France before 1789 is considered as **old regime**[3].

1 **Livres** Units of currency in France at that time, which was discontinued in 1794.

2 **Feudal** A social system that existed during the middle ages in Europe. In this system, people were given land and protection by a nobleman and had to work and fight for him in return.

3 **Old Regime** The term Old Regime is usually used to describe the society and institution of France before 1789.

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*The three estates of France at that time were*

### First Estate (the Clergy)

- It comprised of the group of persons, who have special functions in the Church. They owned vast Land and wealth.
- They enjoyed certain privileges by birth, like exemption from paying taxes to the state.
- The Church levied a tax, called '*Tithe*' from the peasants, which comprised of one-tenth of the agricultural produce.

### Second Estate (the Nobility)

It comprised of rich, aristocrat people of the state. They also enjoyed the privilege of exemption from paying taxes to the state.

They enjoyed feudal privileges, i.e., feudal dues, which they extracted from the peasants.

### Third Estate

- It comprised of the rest of the population i.e., businessmen, merchants, court officials, lawyers, peasants, artisans, landless labour, etc.
- They had no privilege as they had to pay direct taxes called **Taille**[4] to the state as well a number of indirect taxes levied on articles of everyday consumption, like salt, tobacco, etc.
- Peasants made up about 90 per cent of the population on France. Only a small number of them owned the land they cultivated.
- 60 per cent of the land was owned by nobles, the Church and other richer members of the third estate.
- Peasants were forced to work in the house of nobles and their lands, to serve in the army or to participate in building roads.

## The Struggle to Survive

During 1715-1789, the population of France increased rapidly which led to rapid increase in demand for food grains.

Insufficient production increased the price of bread. But the wages of the workers did not keep pace with the rise in prices.

Situation became worse when bad weather conditions reduced the harvest. This condition created **subsistence crisis**[5].

## A Growing Middle Class

In the 18th century, a new social group emerged who were known as the **middle class.**

They had become rich by expanding of overseas trade and manufacturing goods like woolen and silk textiles.

In addition to merchants and manufacturers, there were lawyers and administrative officials, who were educated.

They believed that no group of society should be privileged by birth.

Philosophers like John Locke, Jean Jacques Rousseau and Montesquieu considered that middle class was sole responsible for revolution. They spread the ideas of freedom, equal laws and opportunities for all.

*The Ideas of Philosophers were as follows*

(i) **John Locke** in his '*Two Treatises of Government*' criticised the doctrine of divine and absolute right of the monarch (king).

(ii) **Rousseau** in his book '*The Social Contract*' proposed the form of the government based on social contract between people and their representatives.

(iii) **Montesquieu** in his book '*The Spirit of the Laws*', proposed the concept of separation of powers between the Legislature, the Executive and the Judiciary. This model of government was accepted by the USA, after the thirteen colonies declared their independence from Britain.

These ideas were spread among the people through the books and newspapers. With the news that Louis XVI planned to impose more taxes to meet the expenses of the state, it generated anger and protest against the system of privileges among the people.

## The Outbreak of the Revolution

On 5th May, 1789 Louis XVI called for an assembly of the **Estates General**[6] to pass the proposals for new taxes.

First, second and third estates sent their representatives. The first and second estates sent 300 representatives each, who were seated in rows facing each other on two sides.

Third estate sent 600 representatives. They were more prosperous and educated than first and second estates members but they faced discrimination and had to stand at the back.

---

4 **Taille** Tax to be paid directly to the state.
5 **Subsistence crisis** An extreme situation where the basic means of livelihood are endangered.
6 **Estates General** A political body to which the three estates sent their representatives.

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Peasants, artisans and women were denied entry to the assembly but they sent their demands and grievances through representatives.

The members of the third estate demanded that voting should be conducted by taking assembly as a whole where each member should have one vote. But the king rejected this proposal and members of the third estate walked out of assembly in protest.

## National Assembly of Third Estate

On 20th June, 1789, the representatives of the third estate assembled in the hall of an indoor tennis court in Versailles.

They declared themselves a National Assembly. They also declared to draft a new Constitution for France that would limit the powers of the monarch.

The representatives of the third estate were led by **Mirabeau** and **Abbé Sieyès**.

Mirabeau was born in a noble family, but discarded his feudal privileges. Abbe Sieyes was originally a priest. He wrote an influential pamphlet called 'What is the third Estate?

## Revolt Starts at the Bastille

In France, due to severe winter, harvest was severely affected, which led to the increase in price of bread.

The bakers exploited this situation and stored supplies. After spending hours in long queues at the bakery, crowds of angry women raid the shops.

On 14th July, 1789, an agitated crowd destroyed the Bastille. The Bastille was hated by all French people as it symbolised the dominating power of the king.

In the countryside, rumours spread from village to village that the lords of the **manor**[7] had hired the gang of robbers to destroy the ripe crops. After, hearing this rumour, peasants attacked **chateau**[8] in many areas of France.

The peasants looted stored grain and burnt documents containing records of manorial dues. Due to all these, a large number of nobles moved to neighbouring countries.

## End of Special Privileges

As a result of revolt on 4th August, 1789, France under Louis XVI passed the law for abolishing the feudal system of obligations and taxes.

The members of clergy were also forced to give up their privileges.

**Tithes**[9] were abolished and lands owned by the Church were seized by authority.

By this, the government acquired assets worth at least 2 billion livres.

# France Becomes a Constitutional Monarchy

The National Assembly completed the draft of the Constitution in 1791. Its main objective was to limit the powers of the monarch.

Now, the powers were separated and assigned to different institutions like the Legislature, Executive and Judiciary.

This change of powers made France a constitutional monarchy.

## The Laws Made by the National Assembly

Under the new Constitution, the laws were to be made by the National Assembly. The assembly was indirectly elected *i.e.* active citizens voted for a group of electors, who in turn chose the assembly members.

*The highlights of the changed system were*

(i) Men who were above 25 years of age and who paid taxes equal to at least 3 days of a labourer's wage were given the status of **active citizens**, i.e. they had right to vote. The remaining men and all women were classed as **passive citizens**.

(ii) To qualify as an elector and then as a member of the assembly, a man had to belong to the highest group of taxpayers.

(iii) The Constitution began with a Declaration of the Rights of Man and Citizen, such as the right to life, freedom of speech, freedom of opinion and equality before law. These were established as 'natural and inalienable' rights and it was the duty of the state to protect these rights.

### Check Point 01

1 How many American colonies got independence by the help of Louis XVI?
2 How much debt was increased because of the war in France?
3 Name the direct tax of the third estate to the state in the French society.
4 Who formed the 'National Assembly' in France in 1789?
5 In the Constitution of 1791, the powers were divided among legislative, executive and ..... .
6 It was the duty of the ..... to protect each citizen's natural right.

7 **Manor** An estate consisting of the Lord's lands and his mansion.
8 **Chateau** Castle or stately residence belonging to a king or nobleman.
9 **Tithes** Taxes levied by the Church, comprising one-tenth of the agricultural produce.

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# France Abolishes Monarchy and Becomes a Republic

Rulers of France's neighbouring countries were worried by the developments in France. They made plans to send troops to put down the events taking place since 1789.

The National Assembly declared war against Prussia and Austria in April 1792. Thousands of volunteers joined army for the National Assembly.

The patriotic song sung by volunteers was the *Marseillaise* which was composed by the poet Roget de L'Isle. It was sung for the first time by volunteers from Marseilles as they marched into Paris. It later became the **National Anthem of France.**

A large segment of the population was convinced to carry the revolution further, as the Constitution of 1791 gave political rights only to the richer section.

People used to discuss government policies and their own plan of action in political clubs. The most successful of these was the **club of Jacobins**, which got its name from **convent**[10] of St Jacob in Paris.

## The Jacobin Club

Members of the Jacobin, club belonged mainly to the less prosperous sections of society. They included shopkeepers, artisans, cooks, shoe-makers, watch-makers, printers, servants and daily-wage workers. Their leader was **Maximilian Robespierre.**

They dressed differently by wearing long striped trousers similar to those worn by dock workers. It was a way of declaring the end of the power holded by the wearers of knee breeches.

They came to be known as '*sans-culottes*' meaning 'people without knee breeches'. Sans-culottes men wore a red cap that symbolised liberty.

## The Convention: Newly Elected Assembly

On 10th August, 1792, the Jacobins attacked the Palace of the Tuileries with large number of Parisians.

They killed the King's guards and held the King himself as hostage for several hours. Later, the assembly voted to imprison the royal family.

Elections were held in August, 1792 and now all men above 21 years of age were allowed to vote regardless of their wealth.

The **newly elected assembly was called the Convention.** It abolished monarchy on 21st September, 1792 and France was declared a **Republic.**

Louis XVI was sentenced to death by a court on the charge of **treason**[11].

On 21st January, 1793, Louis XVI was executed publicly at the Place de la Concorde. After some time, the Queen Marie Antoinette was also sentenced to death.

## The Reign of Terror

The period from 1793 to 1794 is referred to as the 'Reign of Terror' in France. This was due to the policy of severe control and punishment followed by Robespierre.

*During this period following events took place*

(i) Many people were arrested and tried by a revolutionary tribunal (court). These included all those people who were considered enemies (like ex-nobles, clergy and members of political parties) of republic by Robespierre. If the court found them guilty, they were **guillotined**[12].

(ii) Peasants were forced to transport their grain to the cities and sell it at the prices fixed by the government.

(iii) The use of expensive white flour was forbidden. Meats and breads were rationed.

(iv) People were forced to eat the *pain d'egalite* (equality bread), a loaf made of whole wheat.

(v) Instead of Monsieur (Sir) and Madame (Madam), all French men and women were called as Citoyen and Citoyenne (citizen).

(vi) Churches were shut down and their buildings were converted into barracks or offices.

(vii) Due to the hard policies of Robespierre, even his supporters left him in the end. He was finally convicted by a court and guillotined in July, 1794.

# A Directory Rules France

After the fall of the Jacobins, the wealthier middle classes seized power. A new Constitution was introduced which denied the vote to non-propertied sections of society.

It provided for two elected legislative councils. These councils appointed a Directory, an Executive made up of five members under the Jacobins.

10 **Convent** Building belonging to a community devoted to a religious life.
11 **Treason** Betrayal of one's country or government.
12 **Guillotine** A device for beheading a person by means of a heavy blade that is dropped between two posts serving as guides; widely used during the French Revolution.

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Sometimes the Directors clashed with the Legislative Councils and the councils often dismissed the Directors.

This political instability paved the way for the rise of Napoleon Bonaparte, a military dictator. Inspite of all these changes, the ideals of freedom, equality and fraternity remained inspiring ideals that motivated political movements for France and the rest of the Europe.

# Women in Revolution

Women played a very significant role in the French Revolution. Most of the women belonging to the third estate worked for a living.

They worked as **seamstresses**[13] or laundresses, sold flowers, fruits and vegetables in the market, employed as domestic servants in rich family etc.

Only the daughters of nobles and wealthier members of the third estate could study at a convent.

Besides caring for their families, the French women had to cook, fetch water, stand in queues for bread, look after the children, etc. Their wages were always lower than the men.

Women in France were disappointed with the Constitution of 1791. It reduced them to passive citizens who had no political rights.

They demanded political rights, viz., Right to Vote, to be elected to the assembly and to hold political office. To express their own views and demands, women started their own political clubs and newspapers.

There were about sixty clubs of women in French cities of which, "The Society of Revolutionary and Republican Women" was the most famous.

## Laws Passed to Improve Women Lives

In the early years, laws were passed to improve the lives of women. *The changes occurred by these laws were*

(i) Women gained access to education with the introduction of state schools and a system of compulsory education for girls.

(ii) Women could no longer be forced into marriages by their fathers and they could marry according to their will.

(iii) Marriage was now a contract which could be registered under civil law.

(iv) Divorce was made legal. Both men and women could apply for it.

(v) Women could train for jobs, become artists or run small business.

13 **Seamstresses** A woman who earns her living by sewing.

## French Women Got Right to Vote

During the Reign of Terror, the government ordered for the closure of women's clubs and banned their political activities. Many prominent women were arrested and executed.

Women's struggle for voting and equal political rights was carried on through an international suffrage movement during the late 19th and early 20th century. Finally in 1946, French women won the Right to Vote.

### Olympe de Gouges (1748-1793)

Olympe de Gouges (1748-1793) was one of the most important of the politically active women in revolutionary France. She protested against the Constitution and the Declaration of Rights of Man and Citizen.

In 1791, she wrote a *Declaration of the Rights of Woman and Citizen*, in which she addressed the Queen and the members of the National Assembly.

In 1793, Olympe de Gouges criticised the Jacobin government for forcibly closing down women's clubs. She was tried by the National Convention, which charged her with treason. Soon after, she was executed.

# The Abolition of Slavery

The greatest social reform made by the Jacobin government was to abolish slavery in French colonies.

The French colonies in the Caribbean like Martinique, Guadeloupe and San Domingo were important suppliers of tobacco, indigo, sugar, coffee, etc.

The French needed workers for plantations in its colonies but the Europeans did not want to work in distant, unknown lands.
Thus, a three way trade in slaves started between Europe, Africa and America in the 17th century. This was known as **triangular slave trade.**

French merchants travelled from the ports of Bordeaux or Nantes to the African coast, where they bought slaves from local chieftains.

These port cities owed their economic prosperity to the flourishing slave trade.

Throughout the 18th century, there was little criticism of slavery in France.

After long debates, the National Convention passed a law in 1794 which declared slavery illegal and freed all slaves in France's overseas colonies.

After ten years, Napoleon reintroduced slavery to please the plantation owners who considered enslaving African blacks as their right.

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These slaves were known as African Negroes[14]. Finally, slavery was abolished in the French colonies in 1848.

## The Revolution and Everyday Life

After 1789, many changes took place in the lives of women, men and children in France.

One important law that came into effect in 1789 was the abolition of censorship.

According to censorship, all written material and cultural activities could be performed or published only after they had been approved by the censors of the king.

With the abolition of censorship and the Declaration of the Rights of Man and Citizen, freedom of speech and expression became a natural right of man.

This led to the growth of newspapers, pamphlets, books and printed pictures. Freedom of the press gave voice to opinions and counter opinions.

## Conclusion

In 1804, Napoleon Bonaparte, a famous French General, crowned himself Emperor of France.

He conquered neighbouring European countries, dispossed dynasties and created kingdoms where he placed members of his family.

He saw himself as a moderniser of Europe. He introduced many laws such as the protection of private property and a uniform system of weights and measures provided by the decimal system.

Many people saw Napoleon as a liberator who would bring freedom for the people. But soon his army came to be viewed everywhere as an invading force.

Finally, Napoleon was defeated at the Waterloo in an 1815. Even after his defeat, ideas of Napoleon on liberty and modern laws continued in other parts of Europe.

The ideas of liberty and democratic rights were the most important legacy of the French Revolution which spread all over Europe. This led to abolition of feudal systems and freedom of colonised nations.

Tipu Sultan and Raja Rammohan Roy are some of the Indians who were inspired by the ideas of the French Revolution.

### Check Point 02

1 Who composed the song 'Marseillaise'?
2 Who were known as 'Sans-culottes?
3 ..... was defeated at Waterloo in 1815.
4 When was the monarchy abolished by the convention?
5 The Slave trade began in the ..... .

## TimeLine

| Year | Important Event |
|---|---|
| 1774 | Louis XVI ascended throne of France. |
| 5th May, 1789 | The king called an assembly of the Estates General to pass proposals for new taxes. |
| 20th June, 1789 | Third estate representatives assembled and took the Tennis Court Oath. They formed a National Assembly. |
| 14th July, 1789 | Storming of the Bastille; French Revolution started. |
| 4th August, 1789 | National Assembly passed a decree to abolish the feudal system of obligations and taxes. |
| 5th Oct, 1789 | Women marched to Versailles and brought back King Louis XVI with them to Paris. |
| 1791 | National Assembly completed draft of new Constitution; Revolutionary woman Olympe de Gouges writes 'Declaration of the Rights of Woman and Citizen'. |
| April, 1792 | National Assembly voted to declare war against Prussia and Austria. |
| 21st Sep, 1792 | Monarchy abolished and France declared a republic. |
| 21st Jan, 1793 | Louis XVI executed. |
| 1793 -1794 | All slaves in French overseas possessions freed, but decision overturned by Napoleon ten years later. |
| Sep 1793-July 1794 | 'Reign of Terror'. |
| July 1794 | Robespierre arrested and executed. |
| 1804 | Napoleon Bonaparte crowned himself Emperor of France. |
| 1815 | Napoleon finally defeated at Waterloo. |
| 1848 | Slavery finally abolished in French colonies. |
| 1946 | Women in France won the right to vote. |

14 Negroes A term used for the indigenous people of Africa living South of the Sahara. It is a derogatory term not in common use any longer.

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# SUMMARY

- When **Louis XVI** became king of France in 1774, the French treasury was empty.
- King was forced to increase the taxes to meet the regular expense of the court, maintenance of the army and payment of interest for the debt.
- During the 18th century, French society was divided into three estates: the **clergy**, the **nobility** and the rest of the population constituted the **third estate**. Only the third estate paid all the taxes.
- Rapid expansion of French society led to the **subsistence crisis** where the basic means of livelihood are endangered.
- A growing **middle class**, consisting of traders, manufacturer, lawyers, administrators etc, wanted to end the privileges of the nobility and the clergy.
- The ideas of great philosophers like **John Locke, Rousseau, Montesquieu** influenced the French people.
- On 20th June, third estate declared themselves as a **National assembly. Mirabeau** and **Abbe Sieyes** were leading it.
- The people revolted due to price rise and attacked, Bastille on 14th July 1789.
- France became a constitutional monarchy with the National Assembly drafting a new constitution in 1791. This constitution began with a declaration of the rights of man and citizen.
- In August 1792, the **Jacobins** who were less prosperous section of society took over the government and declared France a republic executing the king in January 1793.
- A **'Reign of Terror'** followed from September 1793 to July 1794, under the leadership of Maximilien Robespierre during which large scale executions took place.
- After the overthrow of the Jacobins, a Directory ruled France, but was unstable.
- The significant participation of women in the revolution brought about many changes in French society, leading to many laws being passed to improve their lives. In 1946, French women won the **Right to vote.**
- **Slavery** was abolished in French colonies during 1794. **Napoleon** became the emperor in 1804 and introduced many new laws.
- Napoleon's reform measures impacted a large number of European nations, leading to abolition of feudal systems.
- The ideas of liberty and democratic rights were the most important legacy of **French Revolution.**

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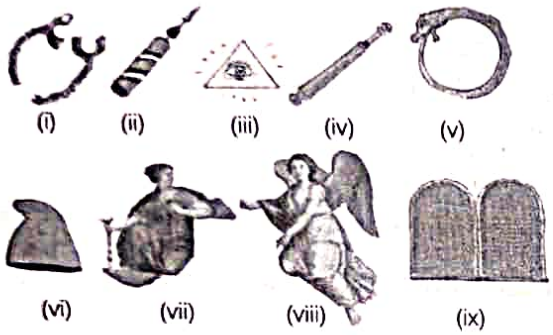
# NCERT FOLDER

***Activities on page 12 and 13***

**1** Identify the symbols which stand for liberty, equality and fraternity.




*Ans.* **Liberty** (i) Broken chain (vi) Red Phrygian cap.
**Equality** (viii) Winged woman (ix) Law tablet.
**Fraternity** (ii) Bundle of rods or fasces (vii) National colours of France, *viz*, Blue-White-Red.

**2** Explain the meaning of the painting of the Declaration of Rights of Man and Citizen by reading only the symbols.

The Declaration of the Rights of Man and Citizen, painted by the artist Le Barbier in 1790. The figure on the right represents France. The figure on the left symbolises the law.

*Ans.* The figure on the left symbolises the right to liberty, property, equality, etc enshrined in the new Constitution of France. The figure on the right symbolises the law. The law tablet signifies equality before the law for all.

**3** The political rights which the Constitution of 1791 gave to the citizens with Articles 1 and 6 of the Declaration (Source C). Are the two documents consistent? Do the two documents convey the same idea?

## Source C

The Declaration of Rights of Man and Citizen

1. Men are born and remain free and equal in rights.
2. The aim of every political association is the preservation of the natural and inalienable rights of man; these are liberty, property, security and resistance to oppression.
3. The source of all sovereignty resides in the nation; no group or individual may exercise authority that does not come from the people.
4. Liberty consists of the power to do whatever is not injurious to others.
5. The law has the right to forbid only actions that are injurious to society.
6. Law is the expression of the general will. All citizens have the right to participate in its formation, personally or through their representatives. All citizens are equal before it.
7. No man may be accused, arrested or detained, except in cases determined by the law.

11. Every citizen may speak, write and print freely; he must take responsibility for the abuse of such liberty in cases determined by the law.
13. For the maintenance of the public force and for the expenses of administration a common tax is indispensable; it must be assessed equally on all citizens in proportion to their means.
17. Since property is a sacred and inviolable right, no one may be deprived of it, unless a legally established public necessity requires it. In that case a just compensation must be given in advance.

*Ans.* The two documents are consistent and convey the same idea that human beings are born equal and all citizens are equal before the law. However, the Constitution of 1791 did not give practical shape to these ideas.

**4** Which groups of French society would have gained from the Constitution of 1791? Which groups would have had reason to be dissatisfied? What developments does Marat (Source B) anticipate in the future?

## Source B

The revolutionary journalist Jean-Paul Marat commented in his newspaper *L'Ami du peuple* (The friend of the people) on the Constitution drafted by the National Assembly:

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'The task of representing the people has been given to the rich..... the lot of the poor and oppressed will never be improved by peaceful means alone. Here we have absolute proof of how wealth influences the law. Yet laws will last only as long as the people agree to obey them. And when they have managed to cast off the yoke of the aristocrats, they will do the same to the other owners of wealth'

**Source** An extract from the newspaper *L'Ami du peuple*.

*Ans.* Only some members of the third estate, who were rich and propertied, would have gained from this Constitution. Members of the first and second estates would have been dissatisfied as their privileges were abolished and they had to pay taxes. Marat anticipated another revolution in which the poor would rebel against the rich persons of the third estate and overthrow them, just like they had done to the noblemen and clergy.

**5** Imagine the impact of the events in France on neighbouring countries such as Prussia, Austria-Hungary or Spain, all of which were absolute monarchies. How would the kings, traders, peasants, nobles or members of the clergy here have reacted to the news of what was happening in France?

*Ans.* The reaction of the kings, traders, peasants, nobles, clergy and other privileged sections of these countries was that they would become fearful about what has happened in France can happen in their country also. The peasants would welcome the developments in France and sympathise with the peasants and underprivileged sections of that country.

## *Activity on page 16*

**6** Compare the views of Desmoulins and Robespierre (Source D). How does each one understand the use of state force? What does Robespierre mean by 'the war of liberty against tyranny'? How does Desmoulins perceive liberty? Refer once more to Source C (page 11). What did the constitutional laws on the rights of individuals lay down? Discuss your views on the subject in class.

### Source D

**What is liberty? Two conflicting views:**

The revolutionary journalist Camille Desmoulines wrote the following in 1793. He was executed shortly after, during the Reign of Terror.

'Some people believe that Liberty is like a child, which needs to go through a phase of being disciplined before it attains maturity. Quite the opposite. Liberty is Happiness, Reason, Equality Justice, it is the Declaration of Rights... You would like to finish off all your enemies by guillotining them.

Has anyone heard of something more senseless? Would it be possible to bring a single person to the scaffold without making ten more enemies among his relations and friends? On 7th February, 1794, Robespierre made a speech at the Convention, which was then carried by the newspaper *Le Moniteur Universal*. Here is an extract from it.

'To establish and consolidate democracy, to achieve the peaceful rule of constitutional laws, we must first finish the war of liberty against tyranny... . We must annihilate the enemies of the republic at home and abroad, or else we shall perish. In time of Revolution, a democratic government may rely on terror. Terror is nothing but justice, swift, severe and inflexible; ... and is used to meet the most urgent needs of the fatherland. To curb the enemies of Liberty through terror is the right of the founder of the Republic'.

*Ans.* Robespierre felt that use of terror by a democratic government was justified, as it preserved the ideals of the revolution. However, Desmoulins saw liberty as freedom to do anything which was based on principles of equality, reason and justice without being injurious to others.
Robespierre saying, 'the war of liberty against tyranny' meant that they should kill the enemies of the republic both in France and outside France.

Desmoulins perceived liberty as laid down in the Declaration of Rights, i.e. it was happiness, reason, equality and justice. The constitutional laws on the rights of individuals laid down the rights of liberty, equality, property, security and resistance to oppression.

## *Activity on page 18*

**7** Describe the persons represented in figure below their actions, their postures, the objects they are carrying. Look carefully to see whether all of them come from the same social group. What symbols has the artist included in the image? What do they stand for? Do the actions of the women reflect traditional ideas of how women were expected to behave in public? What do you think: does the artist sympathise with the women's activities or is he critical of them? Discuss your views in the class.

**Parisian women on their way to Versailles**

This print is one of the many pictorial representations of the events of 5th October, 1789, when women marched to Versailles and brought the king back with them to Paris.

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**Ans.** They are all women and belong to the same social group, i.e. the underprivileged. The symbols that are included in the image are the agricultural implements, the clothes, symbol of justice, woman on the horse and the drum.

The agricultural implements in their hands confirm that they are peasants. The clothes also show their poverty. The symbol of justice held by one woman depicts that they are striving for it.

The woman on the horse symbolises power and strength. The drum symbolises that they are proclaiming their march to all concerned.

The actions of the women do not reflect the traditional ideas of how women should publicly behave. The artist definitely sympathises with the activities of the women.

## Questions on page 24

**1** Describe the circumstances leading to the outbreak of revolutionary protest in France.

**Ans.** The outbreak of revolutionary protest in France was a culmination of social, political, economic and intellectual factors. *These were*

(*i*) **Social Causes or Social Conditions** French society was divided into three estates. The first estate and the second estate belonged to the privileged section who were exempt from payment of state taxes. The third estate consisted of the lower and middle classes. The third estate was represented by its more prosperous and educated members but they were who bore the burden of the taxes. They did not have any political rights and social status.

(*ii*) **Political Causes** Louis XVI, the King of France, was an autocratic, inefficient ruler who led a luxurious life with his queen. People of France became tired of this rotten system of administration and wanted a change.

(*iii*) **Economic Causes** The treasury of the king was empty on account of long wars, involvement in the American War of Independence, luxurious living of the king and faulty system of taxation. The state also undergone to a great debt.

(iv) **Influence of the Philosophers and Writers** There were many French Philosophers and thinkers like Montesquieu, Roussean, Voltaire, Mirabeau who exposed the evils prevailing in the system. The ideas of them were discussed intensively in salons and coffee-houses and spread among people through books and newspapers. They inspired people with the idea of liberty, equality and fraternity.

There was a wide gap between rich and poor people in the society. Increasing price of staple food caused a wide spread anger among masses.

(*v*) **Immediate Cause** Forced by financial bankruptcy, Louis XVI was compelled to call an assembly of the Estates General to pass proposals for new taxes in 1789. This time, voting method was not accepted by the third estate. They demanded that each member should have one vote. This controversy led to agitation among the people which became the immediate cause of the French Revolution.

**2** Which groups of French society benefited from the revolution? Which groups were forced to relinquish power? Which sections of society would have been disappointed with the outcome of the revolution?

**Ans.** All the groups which formed the third estate were benefited from the revolution. These groups included workers, businessmen, merchants, court officials, lawyers, teachers, doctors etc. Previously these people had to pay state taxes and they did not enjoy equal status. But after the revolution they began to be treated equally with the upper sections of the society.

The classes which formed the privileged sections of society like the nobility and clergy were forced to relinquish (give up) their executive powers and privileges.

The privileged classes, would have been disappointed with the outcome of the revolution because their privileges were taken away from them.

**3** Describe the legacy of the French Revolution for the people of the world during the 19th and 20th centuries.

**Ans.** The legacy of the French Revolution for the people of world during 19th and 20th centuries can be *discussed in the following ways*

- The idea of **liberty** expressed in the Declaration of the Rights of Man and Citizen laid the foundation of a new social order. The ideals of freedom and liberty formed the basis of national sovereignty.
- The idea of **equality** led to the end of a society based on privileges. 'All individuals have the same rights' became the new slogan for world politics.
- The idea of **fraternity** promotes the ideals of love, unity and cooperation among different sections of society.

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- Another great legacy of the French Revolution was the idea of **nationalism**. The French Revolution promoted the concept of 'nationalist' which inspired the people of Poland, Germany and Italy to establish nation- states in their countries.
- These ideas played a great role in reshaping the boundaries of Europe and South America. In India Tipu Sultan and Raja Ram Mohan Roy got deeply influenced by the ideas of revolution. Even today, people get inspiration by the great ideals of the French Revolution.

**4 Draw up a list of democratic rights we enjoy today whose origins could be traced to the French Revolution.**

*Ans.* Some of the democratic rights which we enjoy today whose origins could be traced to the French Revolution are given in the Indian Constitution. *They are*

(*i*) **Right to Equality** The Right to Equality has its origin in the French Revolution. In the Indian Constitution, Right to Equality means equality before law, prohibition of discrimination and equality of opportunity in matters of employment.

(*ii*) **Right to Liberty or Freedom** The origin of this right can also be traced to the French Revolution. In the Preamble to the Indian Constitution, Right to Liberty or Freedom means 'freedom of thought, expression, belief, faith and worship'.

(*iii*) **Encouraging the Spirit of Fraternity** The French Revolution introduced the growth of the spirit of fraternity and social welfare.
In the Indian Constitution, the concept of 'fraternity' abolishes untouchability and local or provincial anti-social feelings.

(*iv*) **Inspiring the Spirit of Democracy** The French Revolution inspired the spirit of democracy which ensured many rights, *viz.*, right against exploitation, right to life, right to vote etc, which we are enjoying today.

**5 Would you agree with the view that the message of universal rights was beset with contradictions? Explain.**

*Ans.* Yes, I agree that the message of universal rights was beset with contradictions. Many ideals in the "Declaration of Rights of Man and Citizen" were not clear in their meanings.

*Examples are*

(*i*) "The law has the right to forbid only actions injurious to society" did not mention about criminal offences against individuals.

(*ii*) The declaration stated that "law is the expression of the general will. All citizens have the right to participate in its formation. All citizens are equal before it." Although, France became a Constitutional Monarchy, millions of citizens (men under the age of 25 and women) were still not allowed to vote at all.

(*iii*) Women were still regarded are passive citizens. They did not have any political rights, such as right to vote and hold political offices like men. Thus, their position contradicts the concept 'men are born and remain free and equal in rights.'

(iv) French colonies and slavery still continued till the Nineteenth Century. All these were in striking contrast to the ideals that the revolution supported.

**6 How would you explain the rise of Napoleon Bonaparte.**

*Ans.* *The rise of Napoleon Bonaparte was the result of following reasons*

**Poltitical Instability** The rise of Napoleon Bonaparte was an indirect result of the French revolution. After the revolution there was a struggle for power going on in France.

**New Constitution** After the fall of the Jacobin government, a new constitution was introduced. It provided for two elected legislative councils and a Directory which was made of five members. The Director often clashed with the legislative councils, who then sought to dismiss them. Napoleon took advantage of this instability and become a military dictator.

**Napoleon became the Emperor** In 1804, Napoleon Bonaparte crowned himself Emperor of France.
Many people saw him as a liberator, who would bring freedom for the people. But his rise to power did not last for a long time. In 1815 at Waterloo, he was finally defeated.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** When did Louis XVI become the king of France?
(a) In 1770 (b) In 1772
(c) In 1774 (d) In 1787

*Ans.* (c) In 1774

**2** The book 'The Spirit of the Laws' was written by
(a) John Locke (b) Montesquieu
(c) Rousseau (d) None of these

*Ans.* (b) Montesquieu

**3** The eighteenth century witnessed the emergence of which new social group in France, viz
(a) Middle class (b) Nobility
(c) Working class (d) None of these

*Ans.* (a) Middle class

**4** An extreme situation in which the basic means of livelihood are endangered is known as
(a) subsistence crisis (b) struggle to survive
(c) economic crisis (d) None of these

*Ans.* (a) subsistence crisis

**5** When did Louis XVI call an assembly of the Estates General to pass proposals for new taxes?
(a) On 5th May, 1789 (b) On 4th April, 1789
(c) On 5th May, 1788 (d) On 3rd February, 1788

*Ans.* (a) On 5th May, 1789

**6** Who is the composer of the National Anthem Marseillaise?
(a) Roget de L'Isle (b) Mirabeau
(c) Abbé Sieyès (d) None of these

*Ans.* (a) Roget de L'Isle

**7** Who wrote the 'Declaration of the Rights to Woman and Citizen'?
(a) Olympe de Gouges (b) Mirabeau
(c) Abeé Sieyès (d) None of these

*Ans.* (a) Olympe de Gouges

**8** When was slavery finally abolished in the French colonies?
(a) In 1842 (b) In 1845 (c) In 1848 (d) In 1850

*Ans.* (c) In 1848

**9** When did French women march to Versailles and brought the king Louis XVI back with them to Paris?
(a) 5th October, 1789 (b) 10th October, 1789
(c) 10th November, 1791 (d) 10th June, 1790

*Ans.* (a) 5th October, 1789

**10** When did Napoleon Bonaparte crown himself as Emperor of France?
(a) In 1798 (b) In 1800
(c) In 1804 (d) In 1802

*Ans.* (c) In 1804

**11** Consider the following statement and select the correct one
(a) First estate in France demanded that each member of an estate would have one vote.
(b) Second estate in France demanded that each member of an estate would have one vote.
(c) Third estate in France demanded that each member of an estate would have one vote.
(d) Both second and third estate in France demanded that each member of an estate would have one vote.

*Ans.* (c) Third estate in France demanded that each member of an estate would have one vote.

**12** Consider the following statement and select the correct one
(a) Tax to be paid directly to the state in French society is known as Tithe.
(b) Tax to be paid directly to the state in French Society is known as Taille.
(c) Tax to be paid directly to the state in French society is known as Livre.
(d) Tax to be paid directly to the state in French society is known as Directory.

*Ans.* (b) Tax to be paid directly to the state in French Society is known as Taille.

**13** Which of the following statement defines convent?
(a) Building belonging to a community devoted to a religious life.
(b) Building belonging to a community devoted to a social life.
(c) Building belonging to a community devoted to a political life.
(d) Building belonging to a community devoted to a economic life.

*Ans.* (a) Building belonging to a community devoted to a religious life.

**14** Which of the following statement defines chateau?
(a) Castle belongs to a king.
(b) Stately residence belongs to a nobleman.
(c) Castle belongs to the Army Chief.
(d) Both (a) and (b)

*Ans.* (d) Both (a) and (b)

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**15** Arrange in sequence
i. France became a republic
ii. Louis XVI became the King of France
iii. A Constitution is framed to limit the powers of the king
iv. Napolean became Emperor of France
**Codes**
(a) ii, iii, i and iv (b) ii, i, iii and iv
(c) i, ii, iv and iii (d) iv, i, ii and iii

*Ans.* (a) ii, iii, i and iv

**16** Which of the following is incorrect about Marseillaise?
(a) The Marseillaise is the National Anthem of France.
(b) The Marseillaise is a patriotic song.
(c) This song is composed by Poet Roget de L'Isle.
(d) The song was first sung by the Jacobins.

*Ans.* (d) The song was first sung by the Jacobins.

**17** Find the incorrect statement about slave trade in France.
(a) The slave trade began in the eighteenth century.
(b) French merchants bought slaves from local chieftains.
(c) Branded and shackled, the slaves were packed lightly into ships for voyage.
(d) Port Bordeaux and Nantes were famous for slave trade.

*Ans.* (a) The slave trade began in the eighteenth century

## Match the Following

**18**

| | List I | | List II |
|---|---|---|---|
| A. | French Colonies | 1 | Bordeaux, Nantes |
| B. | Port Cities related to Slave trade | 2 | Extravagant court |
| C. | Palace of Versailles | 3 | Martinique, San Domingo |

**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 1 | 2 | 3 |
| (c) | 2 | 1 | 3 |

| | A | B | C |
|---|---|---|---|
| (b) | 3 | 1 | 2 |
| (d) | 3 | 2 | 1 |

*Ans.* (b)

**19**

| | List I | | List II |
|---|---|---|---|
| A. | The Broken Chains | 1 | Symbol of royal power |
| B. | The Bundle of Rods | 2 | Act of becoming free |
| C. | Sceptre | 3 | Strength lies in unity |

**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 1 | 2 | 3 |
| (c) | 2 | 3 | 1 |

| | A | B | C |
|---|---|---|---|
| (b) | 3 | 2 | 1 |
| (d) | 2 | 1 | 3 |

*Ans.* (c)

**20**

| | List I | | List II |
|---|---|---|---|
| A. | Unit of Currency | 1 | Tax levied by the Church |
| B. | Tithe | 2 | Livre |
| C. | Toulle | 3 | Tax directly to be paid to the state |

**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 2 | 1 | 3 |
| (c) | 2 | 3 | 1 |

| | A | B | C |
|---|---|---|---|
| (b) | 1 | 2 | 3 |
| (d) | 3 | 1 | 2 |

*Ans.* (a)

## Picture Based Questions

**21** What did the artist want to depict in this picture?

(a) The poor men brought everything for his lord.
(b) The nobleman bought the grains from the peasant in a low rate.
(c) The nobleman was the spider and the peasant was the fly.
(d) Both (a) and (c)

*Ans.* (d) Both (a) and (c)

**22** The special features about this painting is/are

(a) It is one of the rare paintings by a woman artist.
(b) The painting is a female allegory of liberty.
(c) It symbolises the new constitution of France.
(d) Both (a) and (b)

*Ans.* (d) Both (a) and (b)

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**23** What is the significance of this picture?

(a) It describes the emancipation of slaves
(b) It suggests the condition of slave trade
(c) It depicts the uncivilised African slaves
(d) All of the above

*Ans.* (a) It describes the emancipation of slaves

**24** What is the meaning of this picture of 1790?

(a) The fat reducing press symbolises exploitation
(b) The fat reducing press symbolises justice
(c) The Reign of Terror gives justice
(d) None of the above

*Ans.* (b) The fat reducing press symbolises justice

**25** What is the name of this couple in the picture ?

(a) Sans-culottes couple (b) Jacobin couple
(c) Noble couple (d) Revolutionary couple

*Ans.* (a) Sans-culottes couple

## Fill in the Blanks

**26** Louis XVI of the Bourbon family married to the ..... princess Marie Antoinette.

*Ans.* Austrian

**27** In France the burden of financing activities of the state through taxes was borne by the ..... estate alone.

*Ans.* Third

**28** In his book, 'Two Treatises of Government' ..... sought to refute the doctrine of the divine and absolute right of the monarch.

*Ans.* John Locke

**29** 'What is the Third Estate' was written by ..... .

*Ans.* Abbe Sieyes

**30** During the Reign of Terror, the ..... issued laws ordering closure of women's clubs and banning their political activities.

*Ans.* New government

## Correct and Rewrite

**31** Slavery was finally abolished in French colonies in 1748.

*Ans.* Slavery was finally abolished in French colonies in 1848.

**32** The period from 1790 to 1794 is referred to as the Reign of Terror.

*Ans.* The period from 1793 to 1794 is referred to as the Reign of Terror.

## Assertion/Reason

**33** **Assertion** (A) Women's struggle for equal political rights continued for more than two hundred years after the French Revolution.

**Reason** (R) Finally in 1946 the women in France won the right to vote.

**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false but R is true

*Ans.* (b) Both A and R are true, but R is not the correct explanation of A

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**34** **Assertion** (A) After his accession, Louis XVI found an empty treasury.
**Reason** (R) Long years of war had drained the financial resources of France.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true, and R is the correct explanation of A

## Very Short Answer Type Questions

**35** When did the French Revolution begin?

*Ans.* The French Revolution began on 14th July, 1789 with the storming of the Bastille prison just outside Paris.

**36** Louis XVI belonged to which dynasty?

*Ans.* Louis XVI belonged to the Bourbon dynasty.

**37** Which family was ruling in France when the French Revolution took place?

*Ans.* The Bourbon family was ruling in France when the French Revolution took place.

**38** Name the classes which formed the privileged estates.

*Ans.* The clergy and the nobility constituted the privileged estates.

**39** Which estate of French society paid all taxes?

*Ans.* The third estate paid all the taxes in French society.

**40** What was the name of the direct tax collected by the state from the peasants in 18th century France?

*Ans.* The name of the direct tax was *taille.*

**41** Name the authors of the following books.
(i) The Social Contract
(ii) Two Treatises of Government

*Ans.* (*i*) *The Social Contract* was written by Jean Jacques Rousseau.
(*ii*) *Two Treatises of Government* was written by John Locke.

**42** Which section of French society was forced to give up their powers after the French Revolution?

*Ans.* The first and second estates were forced to give up their power after the French Revolution.

**43** When and where was Napoleon Bonaparte finally defeated?

*Ans.* Napoleon was finally defeated at the Battle of Waterloo in 1815.

**44** Which Indian individuals responded to the ideas coming from revolutionary France?

*Ans.* Tipu Sultan and Raja Rammohan Roy are two examples of Indian individuals who responded to the ideas coming from revolutionary France.

## Short Answer (SA) Type Questions

**1** Describe the events of 14th July, 1789.
*or* Describe the incident which took place in the morning of 14th July, 1789 in France.

*Ans.* *The following events took place in the morning of 14th July, 1789 in France*
(*i*) In the morning of 14th July, 1789 the King ordered his troops to move into Paris. There was a rumour that he ordered his army to open fire upon the citizens.
(*ii*) 7000 men and women gathered in front of the town hall and decided to form a people's militia.
(*iii*) Agitated crowd broke into a number of government building in search of arms.
(*iv*) A group of several hundred people stormed the fortress prison, the Bastille, where they hoped to find hoarded ammunition.
(*v*) The crowd destroyed the Bastille, the commander of the Bastille was killed and the seven prisoners released.

**2** Which three causes led to the 'subsistence crisis' in France during the Old Regime?
*or* What is 'subsistence crisis'? Explain any three factors responsible for the same.

*Ans.* 'Subsistence crisis' can be defined as an extreme situation where the basic means of livelihood are endangered. During the Old Regime, France faced the 'subsistence crisis' because
(*i*) The population of France had increased from 23 million in 1715 to 28 million in 1789 which led to a rapid increase in the demand for foodgrains. But the production of grains could not keep pace with this demand.

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(*ii*) Most workers got fixed wages which did not keep pace with the rising prices of objects of daily use. So the gap between the poor and rich increased.

(*iii*) Things became worse when drought or hail reduced the harvest, causing shortages.

**3** Give reasons as to why was the National Assembly formed by the people of the third estate.

*Ans.* *The National Assembly was formed by the people of the Third Estate due to following reasons*

(*i*) Louis XVI called together an assembly of the Estates General on 5th May, 1789 to pass proposals for new taxes.

(*ii*) The first and second estates sent 300 representatives each, while third estate sent 600 members.

(*iii*) Louis XVI wanted to continue with old voting system in which each estate had one vote. But members of third estate wanted a new voting system, where each member have one vote.

(*iv*) The King rejected their proposal and on 20th June, 1789 third estate declared themselves as National Assembly.

**4** What was the contribution of Mirabeau and Sieyes to the formation of the National Assembly?

*Ans.* *The contribution of Mirabeau and Sieyes to the formation of National Assembly were*

(*i*) Mirabeau and Sieyes led the movement of representatives of the third state who declared themselves a National Assembly. They demanded that voting in the Estate General to be conducted by the assembly as a whole in which each member would have one vote. However, the demand was rejected by the king.

(*ii*) During the formation of National Assembly, Mirabeau brought out a journal and through his writings and powerful speeches, he tried to inspire the representatives.

(*iii*) Sieyes wrote an important pamphlet 'What is the Third Estate' to further inspire the representatives of National Assembly.

**5** Explain the immediate causes of the outbreak of the revolt in France in 1789.

*Ans.* Many causes contributed in the outbreak of the revolt of France in 1789. *The following causes are its immediate causes*

- Louis XVI called a meeting of Estate General to increase taxes. The representatives from First and Second Estate were seated in rows facing each other on two sides, while the members of the third estate had to stand at the back.
- This disrespect of the third estate was the first cause which create a feeling of disrespect which further led to revolution.
- Another cause was that some representatives of the third estate such as some peasants, artisans and women were denied entry to the assembly.
- The last cause was that the demand of the third state of one vote for each member was rejected by the king in this assembly.

**6** How did peasants protest against the feudal lords or nobles of France?

*Ans.* *Peasants protested against the feudal lords or nobles of France in the following ways*

(*i*) These was rumour that the landlords hired criminals to destroy the ripe crops of the peasants. Being afraid of the situation, peasants in several districts seized hoes and pitch forks (a farm tool) and attacked chateaux (castles belonging to king or nobleman).

(*ii*) The peasants looted the hoarded grain.

(*iii*) They even burnt the documents containing records of manorial dues.

**7** How did France become a constitutional monarchy?

*Ans.* *France became a constitutional monarchy in the following ways*

(*i*) The first step was the drafting of the Constitution by the National Assembly in 1791. Its main objective was to limit the powers of the monarch.

(*ii*) The next step was that the powers, instead of being concentrated in the hands of the monarch, were separated and divided between the Legislature, the Executive and the Judiciary by the constitution.

(*iii*) Finally, the Constitution of 1791 vested the power to make laws in the National Assembly which was indirectly elected.

**8** Explain any three features of the Constitution of France drafted in 1791.

*Ans.* *Three features of the Constitution of France drafted in 1791 were*

(*i*) The Constitution reduced the king's powers by distributing them between three institutions called the Legislature, Executive and Judiciary.

(*ii*) The Constitution gave the power of making of laws to the National Assembly, which was indirectly elected by a group of electors who, in turn, were elected by the registered voters.

(*iii*) According to Constitution, only men above 25 years and paying a certain minimum amount of tax were allowed to vote. The remaining men and all women remained passive citizens.

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**9** Who were the Jacobins? Write about them in three points.

*Ans.* The Jacobins was one of the most successful clubs, which got its name from the former convent of St Jacob in Paris.

*The Jacobins are described in the following ways*

(*i*) The Jacobins club became an important rallying point for people who wished to discuss government policies and plan their own forms of action.

(*ii*) The members of the Jacobin club belonged mainly to the less prosperous section of society which included small shopkeepers, artisans like shoe-makers, pastry cooks, watch-makers, printers, servants, daily-wage workers etc.

(*iii*) The member of Jacobins club wore striped trousers and known as 'Sans-culottes' which meant 'those without knee breeches' and red cap that symbolised liberty.

**10** A large number of Jacobins came to be known as *'Sans-culottes'*. What did this term mean?

*Ans.* The term Sans-culottes means 'those without knee breeches'.

A large group among the Jacobins came to be known as 'Sans-culottes' as they decided to start wearing long striped trousers similar to those worn by dock workers. This was to set themselves apart from the fashionable sections of society, especially nobles, who wore knee length breeches. These Jacobins came to be known as the *'sans-culottes'*, literally meaning 'those without knee breeches'.

**11** What was the condition of women in France before the revolution?

*or* Evaluate the role of women in France before the revolution.

*Ans.* *The condition/role of the women in France before the revolution is stated in the following points below*

(*i*) All women were classified as passive citizens. They did not have voting powers.

(*ii*) They worked as seamstresses or laundresses, sold flowers, fruits and vegetables or worked as domestic servants.

(*iii*) Their wages were lower than those of men.

(*iv*) They looked after their children, did the cooking, fetched water and queued up for bread.

(*v*) Most women did not have access to education or job training. Only daughters of wealthy parents could study at a convent, after which they were married off.

**12** Describe the divisions in French society before the French Revolution.

*Ans.* *The French society was divided into three estates*

(*i*) First Estate It comprised of the clergy which was a group of persons which have with special functions in the church. They were exempted from paying taxes to the state.

(*ii*) Second Estate This estate comprised of nobility which were the aristocrats and landlords. They were considered above law and exempted from paying taxes.

(*iii*) Third Estate This comprised the big businessmen, merchants, peasants, artisans, city workers and the middle class people like teachers, doctors, lawyers, writers, landless labour, servants etc. All such people had no political rights.

They had to pay many kinds of taxes like tithes to church by peasants and a direct tax, i.e. taille and also a number of indirect taxes were given by all member of third estate.

**13** Differentiate between active and passive citizens of France.

*Ans.* *Following are the differences between active and passive citizens of France*

| Active Citizens | Passive Citizens |
|---|---|
| Only men above 25 years of age, who paid taxes equal of at least 3 days of a labourer's wage were given the status of active citizens. | The remaining men as well as women were called passive citizens. |
| They were entitled to vote. | They were not entitled to vote. |

**14** What do you understand by the term 'Reign of Terror'?

*Ans.* The period from September 1793 to July 1794 is referred to as the 'Reign of Terror'. During this period, Robespierre, who ruled France at that time, followed a policy of severe control and punishment and terrorised people with his harsh measures. All those whom he regarded as 'enemies' of the republic e.g. nobles, clergy or members of his or other political parties, were arrested and tried by a revolutionary tribunal.If they were found guilty, they were guillotined. More than 15000 persons were guillotined during this period.

The 'Reign of Terror' became intolerable and people resented Robespierre and his followers. Finally, Robespierre was convicted and guillotined in July 1794 and the 'Reign of Terror' ended with his death.

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**15** Read the sources given below and answer the questions that follows

**Source A End of Special Privileges in France**

Faced with the power of his revolting subject, Louis XVI finally accorded recognition to the Nation Assembly and accepted the principle that his powers would from now on be checked by a constitution. On the night of 4th August, 1789, the Assembly passed a decree abolishing the feudal system of obligations and taxes. Members of the clergy too were forced to give up their privileges. Tithes were abolished and lands owned by the church were confiscated. As a result, the government acquired assets worth at least 2 billion livres.

(i) The powers of revolting subjects forced Louis XVI to curtail his own power. Justify the statement.

**Source B France Becomes a Constitutional Monarchy**

The National Assembly completed the draft of the Constitution in 1791. Its main bobjective was to limit the powers of the monarch. These powers instead of being concentrated in the hads of one person, were now separated and assigned to different institutions-the legislature, executive and judiciary. This made France a constitutional monarchy.

(ii) The National Assembly advocated for the separation of powers instead of monopoly of power. Explain.

**Source C Laws of the National Assembly**

The constitution of 1971 vested the power to make laws in the National Assembly, which was indirectly elected. That is, citizens voted for a group of electors, who in turn chose the Assembly. Not all citizens, however, had the right to vote. Only men above 25 years of age who paid taxes equal to atleast 3 days of a labourer's wage were given the status of active citizens, that is, they were entitled to vote.

The remaining men and all women were classed as passive citizens. To qualify as an elector and then as a member of the Assembly, a man had to belong to the highest bracket of taxpayers.

(iii) Is it true that political rights are only enjoyed by the active citizens of France? Give reasons.

*Ans.* (*i*) It is correct as when Louis XVI faced with the power of his revolting subject he admitted the existence of the National Assembly of the Third estate. He forced to recognised the Constitution of the National Assembly which curtailed the powers of the monarch.

(*ii*) As the main aim of the National Assembly was to limit the powers of the monarch, it suggested the separation of powers between the Legislative, Executive and Judiciary.

(*iii*) It is true that political rights are only enjoyed by the active citizens of France. According to the Constitution of the National Assembly, only men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were regarded as active citizens.

They were only given the right to vote. They were the people who gave the highest amount of tax and enjoyed the political rights to vote.

## Long Answer (LA) Type Questions

**1** What were the causes for the empty treasury of France under Louis XVI? Assess any three causes.

*or* State any five causes for the empty treasury of France under Louis XVI.

*Ans.* *The causes for the empty treasury of France under Louis XVI were*

(*i*) **Long Years of wars** The seven years war (1756-63) and the Revolutionary War in America had drained the financial resources of France. Under Louis XVI France helped the thirteen American colonies to gain their independence from Britain.

(*ii*) **Debt Trap** The war added more than a billion livres to a debt that had already risen to more than 2 billion livres, Lenders who had given the state credit, began to charge 10% interest on the existing loans.

(*iii*) **Extravagant Court** The extravagant court of France required huge amount of money for its maintenance.

(*iv*) **Increasing Expenditure** As the lender increased rate of interest, the French government was obliged to spend an increasing percentage of its budget on interest payment alone.

To meet the regular expenses, like the cost of maintaining the army, the court, running government offices and universities, the state was forced to increase the taxes on the Third estate.

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**2** The French Revolution popularised many symbols. Each symbol depicted some basic values. Mention the symbols and related values.

*Ans.* *The symbols and their related values are stated in the points below*

(*i*) **The Broken Chain** Chains were used to fetter slaves. A broken chain symbolised freedom from slavery.

(*ii*) **The Bundle of Rods or Fasces** One rod can be easily broken, but not an entire bundle. It symbolises that strength lies in unity.

(*iii*) **The Eye within a Triangle Radiating Light** The all seeing eye stands for knowledge. The rays of the Sun will drive away the clouds of ignorance. It depicts that knowledge removes ignorance.

(*iv*) **Sceptre** It was a symbol of royal power. It depicted the power of autocracy.

(*v*) **Snake Biting its Tail to form a Ring** This type of ring has neither beginning nor end. It is a symbol of eternity.

(*vi*) **Red Phrygian Cap** It was worn by a slave upon becoming free. It symbolises freedom from bondage or slavery.

(*vii*) **Blue-White-Red** These were the national colours of France. The use of these colours depicted nationalism.

(*viii*) **The Winged Woman** Personification of the law. It symbolised the power of law.

(*ix*) **The Law Tablet** The law is the same for all and all are equal before it. It symbolised equality and justice.

**3** What landmark decisions were taken by the National Assembly led by the third estate on the 4th August, 1789? What were its result?

*or* "The National Assembly led by the third estate took some landmark decisions on 4th August, 1789 which brought landmark changes in French society." Justify the statement.

*Ans.* On 20th June, 1789, the representatives of the third estate declared themselves as a National Assembly. They drafted a Constitution for France, which brought some land mark changes in French society on 4th August, 1789. *These were*

(*i*) They discarded the power of absolute monarchy.

(*ii*) On 4th August, 1789, the Assembly passed a decree abolishing the feudal system of obligations and taxes.

(*iii*) Members of the clergy were forced to give up their privileges.

(*iv*) Tithe, a tax levied by the Church, comprising one-tenth of the agricultural produce, was abolished and lands owned by the Church were also confiscated.

*The results of these decisions were*

- As a direct consequence of these measures taken by the government, the government acquired assets worth at least 2 billion livres.
- France became a Constitutional monarchy. Powers were now separated and assigned to three different institutions i.e. the Legislative, the Executive and the Judiciary.
- The Constitution began with a Declaration of the Rights of Man and Citizen which established right to life, freedom of speech, freedom of opinion and equality before law as 'natural and inalienable' rights. It was the duty of the state to protect these rights.

**4** Name one of the most important of the politically active women in revolutionary France. What do you know about her?

*Ans.* Olympe de Gouges was one of the most important politically active women in revolutionary France.

*We know about her that*

(*i*) She was a playwright and political activist whose feminist writings reached a large audience.

(*ii*) She was an outspoken advocate for improving the conditions of slaves in France.

(*iii*) She wrote a 'Declaration of the Rights of Woman and Citizen' and demanded that French women should be given the same rights as French men.

(*iv*) In 1793, she criticised the Jacobin government for forcibly closing down women's clubs. She was executed by guillotine during the 'Reign of Terror' for attacking Robespierre.

(*v*) She is best known today as an early feminist who challenged the practice of male authority and the notion of male-female inequality.

**5** How was slavery abolished in France?

*Ans.* *Slavery was abolished in France in the following ways*

- The abolition of slavery in the French colonies was first took up by the Jacobin regime in their social reforms.
- Secondly, the National Assembly held long debates and discussion for abolishing slavery. However, it did not pass any laws for abolition of slavery as it was fearing opposition from businessmen whose income depended on the slave trade.

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- The third attempt to abolition of slavery was taken up by the convention in 1794 which legislated to free all slaves in the French overseas. However it was a short term measure as after ten years slavery was reintroduced by Napoleon.
- Finally slavery was abolished in French colonies in 1848 when plantation owners understood their freedom as including the right to enslave African Negroes in pursuit of their economic interests.

**6** What changes did people witness in everyday life after the revolution of 1789 in France?

*Ans.* *The people of France observed following changes after the revolution of 1789*

(*i*) The revolutionary ideas of liberty and equality changed the clothes people wore, the language they spoke and the books they read.

(*ii*) Censorship was abolished, flooding the country with newspapers, pamphlets, books and printed pictures.

(*iii*) Freedom of the press implied that opposing views of events could be expressed. Each side tried to convince the other through the print medium.

(*iv*) Act flourished in the form of plays, songs and festive processions attracted large crowds of people, as the largely uneducated populace were able to identify with the new ideas.

(*v*) Slavery was abolished.

**7** What was the contribution of the French philosophers in the outbreak of the Revolution of 1789 in France?

*or* What is the role of philosophers in the French Revolution?

*Ans.* The revolutionary ideas of philosophers encouraged people to fight for their rights. *These philosophers and their ideas were*

(*i*) **Voltaire** He believed that man's destiny was in his own hands.

(*ii*) **John Locke** He criticised the divine and absolute rights of the monarch in his book 'Two Treatises of Government'.

(*iii*) **Rousseau** He put forward the idea of formation of a government based on a social contract between people and their representatives. Men had the right to change their government if they were not satisfied with it.

(*iv*) **Montesquieu** He believed that all powers should not be concentrated in one person's hand. They should be divided between the Legislative, the Executive and the Judiciary.

The ideas of these philosophers were discussed by common people in salons and coffee-houses and inspired them to fight for their rights.

**8** What changes were seen in the regime of Robespierre's government?

*Ans.* *The following changes were seen in the regime of Robespierre's government*

(*i*) Robespierre's government issued laws placing a maximum ceiling on wages and prices. Meat and bread were rationed.

(*ii*) Peasants were forced to transport their grain to the cities and sell it at fixed prices by the government.

(*iii*) The use of expensive white flour was forbidden and all citizens were forced to eat the equality bread, *i.e.* a loaf made of wholewheat.

(*iv*) Instead of the traditional Monsieur (Sir) and Madame (Madam) all French men and women were called as Citoyen and Citoyenne (citizen).

(*v*) Churches were also shut down and their buildings were converted into barracks or offices.

**9** Read the extract and answer the questions that follows.

The period from 1793 to 1794 is referred to as the Reign of Terror. Robespierre followed a policy of severe control and punishment. All those whom he saw as being 'enemies' of the republic-ex-nobles and cleargy, members of other political parties, even members of his own party who did not agree with his methods-were arrested, imprisoned and then tried by a revolutionary tribunal. If the court found them 'guilty' they were guillioned. The guillotine is a device consisting of two poles and a blade with which a person is beheaded. It was named after Dr Guillotin who invented it.

Robespierre's government issued laws placing a maximum ceiling on wages and prices. Meat and bread were rationed. Peasants were forced to transport their grain to the cities and sell it at prices fixed by the government.

The use of more expensive white flour was forbidden; all citizens were required to eat the pain degalite (equality bread), a loaf made of wholewheat. Equality was also sought to be practised through forms of speech and address. Instead of the traditional Monsieur (Sir) and Madame (Madam) all French men and women were hence forth Citoyen and Citoyenne (Citizen). Churches were shut down and their buildings converted into barracks or offices.

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Robespierre pursued his policies so relentlessly that even his supporters began to demand moderation. Finally, he was convicted by a court in July 1794, arrested and on the next day sent to the guillotine.

(i) Enemies of the French Republic was tried by a revolutionary tribunal. Justify.

(ii) Laws of Robespierre's government were very repressive-Explain it by giving an example.

(iii) The ideas of equality was applied in French society. Justify the claim by giving an example.

*Ans.* (*i*) During the Reign of Terror, Robespierre followed a policy of severe control and punishment. According to this policy exnobles, clergy, member of other parties, even members of his own party who disagreed with his method were considered as enemies of the french republic and were tried and imprisoned by a revolutionary tribunal.

(*ii*) Laws of Robespierre's government were very repressive and applicable to all of the republic. Peasants of France were forced to transport their grain to the cities and sell it only at the prices fixed by the government, otherwise they would be punished.

(*iii*) One of the most important ideas of French Revolution, equality was applied by the Jacobins in French society.

During that period all Frenchmen and women were known as citoyen and citoyenne (citizen) instead of traditional Monsieur (Sir) and Madame (Madam) for aristocrat people.

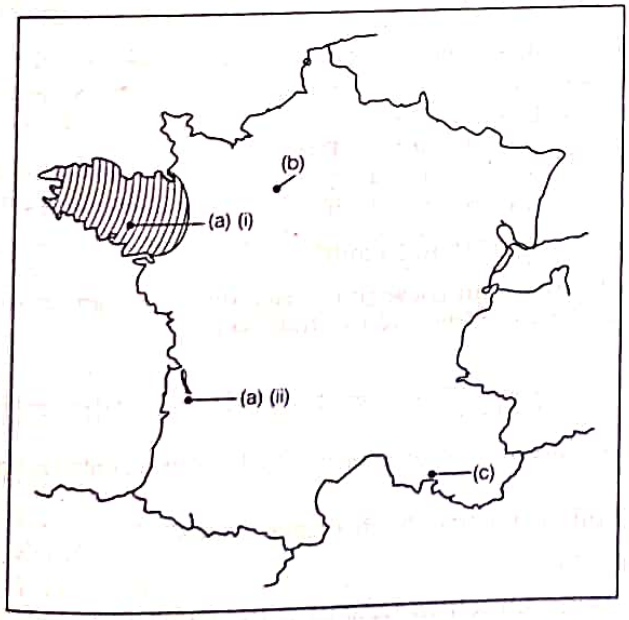
## Map Based Question

**1** Three items A, B and C are shown in the given outline map of France. Identify these items with the help of the following information and write their correct names on the lines marked on the map.

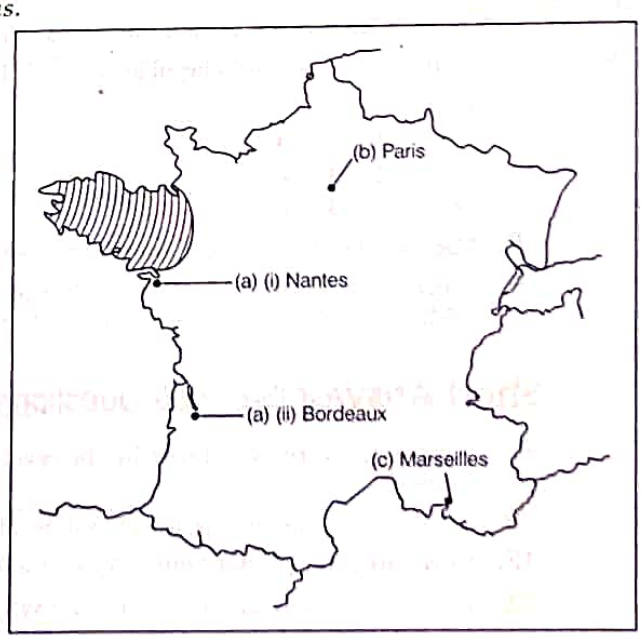
(a) Ports of France related to the slave trade.

(b) Capital of France.

(c) A place from where volunteers sang national anthem of France.




*Ans.*

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# Self Assessment

## Objective Type Questions

1. The Bastille fortress was hated by all because it
   (a) stood for the despotic power of the king.
   (b) imprisoned common men.
   (c) was located in a secluded place.
   (d) provided no facilitiy for living.
2. The French Government increased the taxes to meet the needs of
   (a) maintaining army
   (b) maintaining the court
   (c) running government offices
   (d) All of these
3. Who was the famous leader of Jacobin club?
   (a) Robespierre
   (b) Napoleon
   (c) Desmoulins
   (d) Roget de L'Isle
4. The period from ..... to ..... is referred to as the 'Reign of Terror'.
   (a) 1789, 1791
   (b) 1793, 1794
   (c) 1789, 1790
   (d) 1792, 1793
5. Name the group of people which did not belong to the Jacobin club.
6. What was the reason for the Bastille being hated by all in France?
7. Match the following

| List I | List II |
|---|---|
| A. Louis XVI became the King of France | 1. 1789 |
| B. Third Estate forms National Assembly | 2. 1792-93 |
| C. Robespierre is guillotined | 3. 1774 |
| D. France became a Republic | 4. 1794 |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 3 | 2 | 4 |
| (b) | 3 | 1 | 4 | 2 |
| (c) | 4 | 1 | 3 | 2 |
| (d) | 2 | 3 | 4 | 1 |

8. The population of France rose from about 23 million in 1715 to 28 million in ..... .
9. Correct the following statement: In the spirit of Laws, John Locke proposed a division of power within the government between the Legislative, the Executive and the Judiciary.

## Short Answer (SA) Type Questions

10. What laws were introduced by the revolutionary government to improve the lives of women in France?
11. Explain how the new political system of constitutional monarchy in France worked.
12. How can you say that Louis XVI was a despotic ruler?
13. How was French society organised? What privileges did certain sections of the society enjoy?

## Long Answer (LA) Type Questions

14. What changes were seen after the rise of population of France in 1789?
15. What role did the philosophers play in bringing about the French Revolution? Explain any five points.

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CHAPTER

# 02

# Socialism in Europe and the Russian Revolution

## The Age of Social Change

The French Revolution opened up the possibility of creating a new social structure. Before the eighteenth century, society was broadly divided into estates and orders. It was the aristocracy and church who controlled economic and social power.

In India, Raja Rammohan Roy and Derozio pointed out the significance of the French Revolution and many others discussed the ideas of post-revolutionary Europe.

After the French Revolution, new ideas about 'individual right's and 'societal changes' began to be discussed in Europe and Asia. There were groups who wanted to change society according to their thoughts and visions. Liberals, Radicals and Conservatives were the three main groups that emerged during this period.

**Chapter Syllabus**


- The Age of Social Change
- The Russian Revolution
- The February Revolution in Petrograd
- What Changed After October?
- The Global Influence of Russian Revolution and the USSR


## Liberals, Radicals and Conservatives

### Liberals

- They suggested to change the society and supported the idea based on 'Tolerance of all Religions'.
- They opposed the uncontrolled powers of dynastic rulers.
- They wanted to safeguard the rights of individuals against governments.
- They supported a representative, elected parliamentary government and an independent judiciary.
- Liberals were not democrats as they did not favour Universal Adult franchise (Right to Vote) and they favoured voting rights only for men and not for women.

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### Radicals

- They supported the Government based on majority or country's population.
- They opposed the privileges given to great landowners and wealthy factory owners.
- Many of them also supported women's **suffragette movements**[1].
- They supported private property but disliked concentration of property in the hand of few.

### Conservatives

- They opposed the views of Radicals and Liberals.
- Earlier they opposed the idea of change but by the 19th century, they accepted some changes.
- They asserted that past must be respected.
- They wanted change but at a slow pace.

## Industrial Society and Social Change

During the Industrial Revolution, many changes came in the society and economy.

*Some of them are discussed below*

- New cities, new industrial regions and new railway lines were developed.
- Men, women and children worked in factories.
- Working hours were often long and wages were poor.
- Unemployment was common due to low demand for industrial goods.
- Housing and sanitation were problems since towns were growing rapidly.

Liberals and Radicals searched for solutions to these issues. Many of the factory owners were Liberals and Radicals. Both Liberals and Radicals felt that worker's efforts must be encouraged. They also held that its benefits would be achieved if the workforce in the economy is healthy and citizens were educated.

Many working women and men who wanted changes in the world rallied around liberal and radical groups in the early nineteenth century.

Some Nationalists, Liberals and Radicals wanted revolutions to put an end to the kind of governments established in Europe in 1815. They worked to overthrow existing monarchs in **France, Italy, Germany** and **Russia.**

Nationalists emphasised on revolutions that would create 'nations' where all citizens would have equal rights.

After 1815, Giuseppe Mazzini an, Italian nationalist conspired with others to achieve this in Italy.

## The Coming of Socialism to Europe

By the mid of 19th century in Europe, Socialism was a well-known body of ideas that attracted widespread attention. Socialists were against the idea of **'private property'** but had differing ideas on how a society without property could operate.

*Some of the visions of socialists are as follows*

- **Robert Owen** (1771-1858) He believed in setting up of a cooperative community called New Harmony in Indiana (USA).
- **Louis Blanc** (1813-1882) He was a French socialist who wanted the government to encourage cooperatives and replace capitalist enterprises. These cooperatives were associations of people who produced goods together and divided the profits according to the work done by members.
- **Karl Marx** (1818-1883) He believed that the industrial society was capitalist and the profit of capitalists was produced by workers. The conditions of workers could not improve till the profit was accumulated by private capitalists. He believed that to remove capitalism, workers had to construct a radically socialist society in which all property would be socially controlled. This give birth to the idea of communist society.
- **Friedrich Engels** (1820-1895) He suggested that workers have to remove capitalism and the rule of private property.

### Support for Socialism

The spread of socialist ideas through Europe led to the formation of an international body i.e. the **Second International.** The Associations of workers like **Social Democratic Party** and **Labour Party** began to be formed in **England** and **Germany.**

*They were formed because*

- To improve the working and living conditions of workers.
- They set up funds to help member workers in difficult times.
- They demanded reduction of working hours and the right to vote.

By 1905, socialists and trade unionist formed a **Labour Party** in **Britain** and a **Socialist Party** in **France.**

1 **Suffragette movements** Movements for giving women the right to vote.

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However, till 1914, socialists did not succeed in forming a government in Europe. Socialists were represented by strong figures in Parliamentary politics, but governments continued to be run by conservatives, liberals and radicals.

**Check Point 01**

1 Who were the liberals?
2 Name the promoters of individual rights.
3 Name the four countries that overthrew the existing monarchies.
4 Who was Robert Owen?
5 In 1905, Labour Party was formed in ..... and Socialist Party in ..... .

# The Russian Revolution

The decline of monarchy in February 1917 and the events of October are generally known as Russian Revolution. Socialists took over the government in Russia through the October Revolution of 1917.

# The Russian Empire in 1914

In 1914, Tsar[2] **Nicholas II** ruled Russia and its empire. The Russian Empire included territory around Moscow, present day Finland Latvia, Lithunia, Estonia, parts of Poland, Ukraine and Belarus.

They empire stretched to the Pacific and comprised today's Central Asian states, as well as Georgia, Armenia and Azerbaijan. The majority religion was Russian orthodox Christianity along with Catholics, Protestants, Muslims and Buddhists.

## Economy and Society

- At the beginning of the 20th Century, about 85 per cent of the Russian empire's population earned their living from agriculture. The percentage of agriculturalists in Russia was higher than most European countries.
- Russia was a major exporter of grain in the Empire, cultivators produced for the market as well as for their own needs.
- Industries were very few in number. Prominent industrial areas were **St Petersburg** and **Moscow**.
- Many factories were set up in the 1890's Russian rail network was extended and Foreign investment in industries also increased. As a result, coal production was doubled while Iron and Steel output increased four times.
- Most of the industries were privately owned. Large factories were supervised under the Government that ensure minimum wages and limited hours of work.
- Factory rules were broken in craft units and small workshops as the working hours exceeds to 15 hours, compared with 10 or 12 hours in factories.
- Workers were divided on the basis of 'skill' as a social group. For example, metal workers were considered as aristocrats because they were more trained and skilled.
- Women made up about 31 per cent of the factory labour force by 1914, but they were paid less than man.
- Despite of divisions, workers were united when they disagreed with employers about dismissals or work conditions.
- In the countryside, peasants were another social group who cultivated land owned by nobility, crown and orthodox church. They were divided on religious basis but united against the nobles.
- Nobles got their power and position through their services to the Tsar, not through local popularity.
- Peasant community was called '**commune**' (mir).
- In France, during French Revolution in Brittany, peasants respected nobles and fought for them. In Russia, peasants wanted the land of the nobles to be given to them. They refused to pay rent and even murdered landlords. In 1902, such events occurred in a large scale in South Russia, but later in 1905 such incidents spread all over Russia.
- Russian Peasants were different from other European Peasants as they accumulated their land together and later divided it on the basis of needs of individual families.

## Socialism in Russia

All political parties were illegal in Russia before 1914. The **Russian Social Democratic Workers Party** was founded in 1898 by socialists who respected Marx's ideas. Due to government policies, the party was operated secretly as an **illegal** organisation. It started its own newspaper, mobilised workers and organised strikes.

Some Russian socialists felt that the Russian peasant custom of dividing land periodically made them natural socialists. Therefore, peasants rather than workers would be the main force of the revolution.

Socialists in the countryside formed the **Socialist Revolutionary Party** in 1900. This party struggled for peasant's rights and demanded that land belonging to nobles would be transferred to peasants.

2 Tsar The title of the Emperor of Russia.

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Social Democrats disagreed with socialists revolutionaries about peasants. **Lenin** felt that peasants were not one united group due to financial differences. Due to these differences they could not be a part of socialist movement.

The Social Democratic Party was later divided into two wings, the **Bolsheviks**[3] and the **Mensheviks**[4].

**Vladimir Lenin** led the Bolshevik group as he wanted disciplined party with quality members. On the other hand, Mensheviks wanted party to be opened to all (as in Germany).

## The 1905 Revolution

In the beginning of 20th century, Russia was still an **autocracy**[5] and the Tsar was not responsible to the Parliament.

During the revolution of 1905, Liberals wanted to end this state of affairs. They joined hands with social democrats and socialist revolutionaries worked with peasants and workers to demand a **Constitution**.

They were supported in the Russian empire by nationalists (e.g. in Poland) and in Muslim-dominated areas by **jadidists**[6], who wanted modernised Islam to lead their societies.

*Some of the reasons responsible for the 1905 revolution are discussed below*

- In 1904, prices of essential goods rose so quickly that **Real wages**[7] of the workers declined by 20 per cent.
- Four members of the Putilov Iron works were dismissed that called for the industrial action.
- Many workers in St Petersburg went on strike demanding a reduction in working hours and increase in wages.

## The Incident of Bloody Sunday

On a Sunday of the year 1905, the procession of workers led by **Father Gapon** reached the winter place of the Tsar in order to present a petition. However, they were attacked by police and the **Cossacks**[8]. In this incident, many workers were killed and wounded.

This came to be known as **Bloody Sunday** and started a series of events that became known as 1905 revolution.

*These events were*

- Trend of Strikes spread all over the country.
- Universities closed down when students complaining about the lack of civil liberties.
- Doctors, lawyers, engineers and other middle-class workers established the Union of Unions and demanded a Constituent Assembly.
- A large number of trade unions and factory committees consisted of factory workers also existed for short time.
- Severe restrictions were placed on political activity.

## Reaction of The Tsar

Under the widespread revolution, the Tsar allowed the creation of an **Elected Consultative Parliament** or **Duma**[9]. He dismissed the **first Duma** within 75 days and re-elected the **second Duma** within 3 months.

He did not want any questioning of his authority or any reduction in his power.

He changed the **voting laws** and made the **third Duma** with conservative politicians and liberals and revolutionaries were kept out.

## The First World War and the Russian Empire

In 1914, the First World War started between two European alliances that were **Germany, Austria** and **Turkey** (the central powers) and **France, Britain** and **Russia**, (later Italy and Romania also joined) these countries.

Initially, the war was popular in Russia and the people supported Tsar Nicholas II. Tsar Nicholas II without consulting the Duma had become part of the war.

Anti German feeling got stronger, e.g. St. Peterberg which was a German name renamed as Petrograd. The Tsarina Alexandra's German origin and her advisor Rasputin (a German monk) made the autocracy unpopular.

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3 **Bolsheviks** The majority group of the Russian Social Democratic Workers Party led by Lenin based on the ideology of Karl Marx and Friedrich Engels.

4 **Mensheviks** The minority group of Russian Social Democratic Workers Party formed in 1898. They favoured a parliamentary model of government like that of Britain and France.

5 **Autocracy** A country that is ruled by one person who has complete power.

6 **Jadidists** Muslim reformers within the Russian empire.

7 **Real wages** Reflects the quantities of goods which the wages will actually buy.

8 **Cossacks** A group of predominantly East slavic people who were members of democratic, semi-military communities in Ukraine and Southern Russia.

9 **Duma** The Russian Parliament or Legislature. Its members were elected and charged with the responsibility of making laws.

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The armies in first world war fought from two direction i.e. Eastern and Western.There was a difference between **Eastern army** and **Western army** of the First World War. The Western army fought from trenches stretched along Eastern France, whereas the Eastern army fought battle by leaving large casualties.

Russia suffered shocking defeats along with heavy casualties in the war. Russian armies lost badly in **Germany** and **Austria** between 1914 and 1916.

The Russian army destroyed crops and buildings to prevent the enemy from being able to live off the land. It led to over 3 million refugees in Russia.

The war also affected the industry. The Economy was badly hit with cut off supplies and breaking of industrial equipments.

By 1916, railway lines began to break down. Able-bodies men were called up to the war. This leads to shortage of labour and shut down of small workshops. Large supplies of grain were sent to feed the army. This leads to scarcity of bread and flour for the people in cities.

## The February Revolution in Petrograd

- In February 1917, there was acute shortage of food in Russia which made the life of workers very difficult. Parliamentarians opposed the Tsar's desire to dissolve the Duma.
- On 22nd February, a lockout took place at a factory. This led to protests and strikes against the factory joined by women. This day came to be known as **International Women's Day.**
- Demonstrating workers crossed from the factory quarters to the centre of the capital, Nevskii Prospekt. At this stage, no political party was actively ogranising the movement.
- **Curfew** was imposed by the government and to restrict the demonstrators, **cavalry** and **police** was called out.
- On 25th February the government suspended the Duma. Politicians spoke out against this measure.
- On 26th February, demonstrators returned on the streets whereas on 27th February the police headquarters were attacked and damaged.
- Workers demonstrated on the streets, raising slogans about bread, wages, better hours and democracy. The government tried to control the situation through Cavalry but it refused to fire on demonstrators.
- An officer was shot at the barracks of a regiment. Three other regiments revolted and voted to join the striking workers.
- The Cavalry soldiers joined the workers and jointly formed a **Soviet** or **Council** in the same building where the Duma met. This was the **Petrograd Soviet.**
- On 28th February, a delegation went to see the Tsar. Tsar resigned the throne on the advice of the military commanders on 2nd March, 1917.
- Soviet leaders and Duma leaders formed a **provisional government** to run the country. A Constituent Assembly was elected on the basis of **Universal Adult Franchise** in Russia. Petrograd had led the February Revolution that brought down the Monarchy in February 1917.

## After February

*Some of the changes that took place after the February Revolution are discussed below*

- **Army officials, landowners** and industrialists played an important role in the Provisional Government.
- Liberals as well as Socialists worked towards an elected government. Restrictions on **Public meetings** and associations were removed.
- The Bolshevik leader Vladimir Lenin returned to Russia from his exile in **April 1917.** He wanted the soviets to take over power. *Lenin gave his 'April Theses' in which he made three demands*
  - (i) The war should be brought to an end.
  - (ii) The land must be transferred to the peasants.
  - (iii) The banks should be nationalised.
- Lenin wanted the Bolshevik Party to be renamed as **Communist Party** to indicate its radical aims.

## Worker's Movement

- The Worker's Movement spread throughout the summer. In industrial areas, factory committees were formed which began questioning the way industrialists operate their factories.
- Soldier's committees were also formed in the army. The power of provisional government was reduced and the Bolshevik influence increased.
- The Provisional Government decided to take strong steps against the discontent of the workers. It resisted attempts by workers to run factories and began arresting leaders.
- Popular demonstrations under the Bolsheviks in July, 1917 were strictly repressed.
- In the countryside, peasants and their socialist revolutionary leaders demanded for a **redistribution of land** for which land committees were formed.
- Peasants were encouraged by the socialist revolutionaries and seized land between July and September 1917.

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## The Revolution of October 1917

Intense conflict grew between the Provisional Government and Bolsheviks. Due to this conflict, Lenin feared that the Provisional Government would set up a dictatorship. In September, he began discussions for an uprising against the government.

On 16th October, 1917, Lenin united supporters from army, Soviets and factories and the Soviet appointed a Military Revolutionary Committee under the leadership of Leon Trotskii for seizing power.

As the uprising began on 24th October, 1917, Prime Minister **Kerenskii** left the city to summon troops in fear. In the evening, loyal military men of government captured the building of two Bolshevik newspapers. Pro-government troops were sent to capture telephone and telegraphy offices' and protect the winter palace.

In response to these measures, Military Revolutionary Committee ordered its supporters to capture government offices and arrest ministers and the ship Aurora protected the winter place.

Other vessels sailed down the river Neva and took over different military points.

The revolution ended with all Russian Congress of soviets in Petrograd approving the Bolshevik action. There was heavy fighting especially in Moscow but by December, the Bolsheviks controlled the Moscow-Petrograd area.

**Check Point 02**

1 In which year was the Russian Social Democratic Party founded?
2 What kinds of members were included in the third Duma under the Tsar in Russia?
3 Name the founder leader of the Bolshevik group.
4 What is Duma?
5 The Bolsheviks controlled the Moscow-Petrograd area by ..... .

## Changes After October

*The important changes that took place after October Revolt were*

- The Bolsheviks nationalised the banks and industries in November 1917.
- The Bolsheviks declared land as a social property and allowed peasants to capture land of nobles, the Church and the Tsar.
- The Bolsheviks banned old titles of aristocracy and big houses were partitioned according to the family needs.
- New uniforms were designed for the army and officials and the Soviet hat *(budeonovka)* was also designed.
- The Bolshevik Party was renamed as the Russian Communist Party (Bolshevik).
- The Bolsheviks were totally opposed to **private property.**
- In November 1917, the Bolsheviks conducted the elections to the Constituent Assembly, but they failed to gain majority support.
- In January 1918, the Assembly rejected Bolshevik measures and Lenin dismissed the Assembly. He believed that All Russian Congress of Soviets was more democratic than an assembly elected in uncertain conditions.
- In March 1918, the Bolsheviks entered into a treaty with Germany at Brest Litovsk and ended the war with Germany. The Bolsheviks became the only party to participate in the elections to All Russian Congress of Soviets which was the parliament of the country and they won.
- **Russia** became a **one-party state** and trade unions were kept under party control. Those who criticised Bolsheviks were punished by secret police (Cheka and later OGPU and NKVD).
- Many young writers and artists opposed the party because it stood for socialism and change. This led to experiments in the field of arts and architecture after October 1917.
- After October 1917, many Bolshevik followers became disillusioned by the way the party functioned.

## The Civil War

The decision of redistribution of land by Bolsheviks caused breakup of army. Clashes between supporters of autocracy, liberals and Bolshevik soldiers started.

The pro-Tsarists (the 'whites') and the Socialist Revolutionaries (the 'greens') fought a Civil War with Bolshevik (the 'reds') troops during 1918 and 1919.

The pro-Tsarists and socialists were supported by French, American, British and Japanese troops.

Supporters of private property among 'whites' took harsh steps with peasants who had seized land. This made them unpopular.

The Bolsheviks with the support of non-Russian nationalists and jadidists tried to control power by January 1920.

In Khiva in Central Asia, Bolshevik colonists brutally killed local nationalists in the name of defending socialism. In this situation, many were confused about what the Bolshevik government wanted.

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In 1922, most non-Russian nationalist were given **political autonomy**[10] in the USSR created by Bolsheviks.

USSR as a state was created from the Russian Empire in December 1922 by the Bolsheviks. But the Bolshevik Government discouraged **nomadism**[11] and this led to partial success to win over the different nationalities of this region.

## Making a Socialist Society

During the civil war, the Bolsheviks kept industries and banks nationalised. They permitted peasants to cultivate the captured land to show collective work.

Centralised planning was introduced with the introduction of five year plans. The government fixed all prices to promote industrial growth during the first two 'plans' (1927-32 and 1933-38).

Centralised planning led to economic growth. New factory cities came into being. Industrial production increased between 1929 and 1933 by 100 percent in the field of oil, coal and steel.

## Status of Workers

Rapid construction led to poor working conditions for workers. In Magnitogrosk, a steel plant was constructed in three years. Workers did not have even basic facilities of toilet, health care, etc.

*Measures taken to improve status of workers were*

- An extended schooling system developed and arrangement were made for factory workers and peasants to enter universities.
- Creches (day boarding) were established in factories for the children of women workers.
- Cheap Public healthcare was provided and model living quarters were made for workers.
- However, the effect of all these measures was uneven as government resources were limited.

## Stalinism and Collectivisation

Planned Economy of Soviet Russia brought with it some disasters and one such disaster was collectivisation of agriculture.

**Joseph Stalin** became the leader of the Soviet Communist party after the death of Lenin in January, 1924.

By 1927- 1928, the towns in Soviet Russia were facing an acute problem of grain supplies.

The government fixed prices at which grain must be sold, but the peasants refused to sell their grain to government buyers at these prices.

Stalin believed the rich peasants and traders in the countryside were holding stocks in the hope of higher prices.

So, Stalin Introduced the **collectivisation of Soviet agriculture**. It brought the great majority of peasants into collective and state farms.

In 1928, party members toured the grain producing areas, supervised enforced grain collections and raided the **Kulaks**[12].

After 1917, land had been handed over to the peasants. For the development of modern farms, it was necessary to eliminate Kulaks to take away land from peasants and to establish large state-controlled farms.

## Stalin's Policies

From 1929, the Communist Party forced all peasants to cultivate in collective farms (Kolkhoz). Peasants worked on lands and the profit of the collective farms was shared among them.

Peasants who opposed collectivisation destroyed their livestocks. Thus, between 1929 to 1931, the number of cattle decreased by one-third.

Peasants who opposed the collectivisation were severely punished and many were **deported**[13] and **exiled**[14]. However, production did not increase immediately due to the collectivisation programme.

The bad harvests of 1930-33 led to one of the most devastating famines in Soviet history in which over 4 million died.

Many within the party criticised the confusion in industrial production under the planned economy and the consequences of collectivisation.

Stalin and his sympathisers charged these critics with conspiracy against socialism. Many were forced to make false confessions. They faced torture and executions.

10 Political Autonomy The right to govern themselves.
11 Nomadism Lifestyle of those who do not live in one place, but move from area to area to earn their living.
12 Kulaks The name for well-to-do-peasants.
13 Deported Forcibly removed from one's own country.
14 Exiled Forced to live away from one's own country.

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## Global Influence of Russian Revolution and The USSR

Although Bolsheviks were criticised the way they worked, still they were popular across the world. Communist parties began to be formed around the world like Communist Party of Great Britain.

The Bolsheviks encouraged colonial people to follow their ideas. Many non-Russians participated in the Conference of the People of the East (1920). The Bolshevik founded *Comintern*, an international union of pro-Bolshevik socialist parties. Some non-Russians received education in the USSR's Communist University of the Workers of the East.

By the time of second world war, socialism received a global presence and admiration. By the end of the twentieth century, the international reputation of the USSR as a socialist country had declined. USSR became a great power with developed industries and agriculture but basic freedom for its people was absent.

In each country socialist ideas were rethought in a variety of different ways.

### Writing About the Russian Revolution in India

The Russian Revolution inspired many Indians. By the mid-1920s, the Communist Party was formed in India. Its members were connected with the Soviet Communist Party. Important Indian political and cultural figures took an interest in the Soviet experiment and visited Russia. Among them, prominent ones were Jawaharlal Nehru and Rabindranath Tagore, who wrote about Soviet Socialism.

In India, writings gave impressions of Soviet Russia. In Hindi, RS Avasthi wrote *Russian Revolution in 1920-21*, *Lenin, His Life and His Thoughts* and *The Red Revolution* . SD Vidyalankar wrote *The Rebirth of Russia* and *The Soviet State of Russia*. The writing were much written in Bengali, Marathi, Malayalam, Tamil and Telugu.

### Check Point 03

1 What was *Kolkhoz*?
2 Who were regarded as *Kulaks* in Russia?
3 In the Russian Civil War, the Bolsheviks and the socialist revolutionaries were represented by which colours?
4 Two Prominent Indians who wrote about Soviet Socialism are ..... .

## TimeLine

### Europe and USA

| Year | Important Events |
|---|---|
| 1850-1880 | Debates over socialism in Russia. |
| 1898 | Formation of the Russian Socialist Democratic Workers Party. |
| Feb 1904 - Sep 1905 | Russo - Japanese War: Russia loses against Japan. |
| 22nd Jan, 1905 | Bloody Sunday: the Revolution of 1905 starts. |
| 22nd - 27th Feb, 1917 | February Revolution. |
| 2nd March, 1917 | Tsar abdicates. |
| 3rd April, 1917 | Lenin returns to Russia from exile. |
| 4th April, 1917 | Lenin declares his 'April Theses'. |
| 24th Oct, 1917 | Bolshevik uprising in Petrograd. |
| 3rd March, 1918 | Russia withdraws from First World War after signing Treaty of Brest-Litovsk with Germany. |
| 1918-1920 | Civil War in Russia. |
| 1919 | Formation of Comintern. |
| 1929 | Beginning of collectivisation in farming. |

**Note** *The dates mentioned upto 1917 are as per the Julian calendar, followed in Russia till the October Revolution. Thus, the dates in the timeline upto 1917 are 13 days less than the actual dates.*

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# SUMMARY

- Three groups of people: **liberals, radicals** and **conservatives,** wanted changes in society, but in different ways. While the radicals wanted major changes including universal adult franchise, the liberals opposed dynastic rule but did not believe in giving votes to women. The conservatives wanted gradual changes while respecting the past.
- By the mid-19th century, **socialists** ideas spread through Europe that attracted widespread attention.
- Socialists like **Marx, Engels** and others added their ideas about changing society.
- In Russia, industries were found everywhere. Its prominent areas were St Petersburg and Moscow.
- Many factories were set up in late 1890's because of railway expansion.
- Women made up 31 per cent of the factory labour force by 1914, but they were paid less than men.
- The **Socialist Democratic Party** of Russia split into two wings-the **Bolsheviks** and **Mensheviks.**
- In 1904, prices of essential goods in Russia rose sharply, forcing the workers to strike for better pay and working conditions.
- In January 1905, on one Sunday a peaceful procession workers was attacked by the police and the cossacks. This incident was later called as **'Bloody Sunday'.**
- During the Revolution, an elected parliament called the **Duma** was formed.
- At the start of the **First World War** in 1914, the Russian economy was mostly agricultural in nature.
- Russia participated in the war against Germany, but lost. This demoralised the Russian people.
- In February, 1917, a lockout of a factory in Petrograd led to many strikes and demonstrations, the Duma was suspended which ultimately leading to the resign of the Tsar.
- In April 1917, the Bolshevik leader **Lenin** returned from exile and made three demands known as the **'April Theses'.**
- The conflict between the Provisional Government of Kerenskii and the Bolsheviks caused the **October Revolution,** installing Lenin as the head of the first Communist Government in the world.
- The **Bolshevik Party** was renamed the **Russian Communist Party** (Bolshevik).
- The pro-Tsarists and Socialist Revolutionaries fought a **Civil War** with the Bolsheviks.
- When the Civil War finally ended, the USSR, comprising all the republics of the former Russian empire, was formed.
- Stalin took over control of the party after Lenin's death and introduced collective farming to reduce the shortage of grains in the country. However, bad harvests during 1930–1933 led to famines with over 4 million people dying.
- The impact of the Russian Revolution was felt globally with Communist parties being formed in many countries.
- Many Indian writers were impressed by the Russian Revolution and its ideals.

# NCERT FOLDER

## *Activity on page 28*

**1** List two differences between the capitalist and socialist ideas of private property.

*Ans. The differences between capitalist and socialist ideas of private property were*

| Capitalist Ideas | Socialist Ideas |
|---|---|
| Capitalists were owners of the industries in which they have invested capital. They believe in private property and a class-based society. | Socialists think that all property and means of production should be socially controlled. They believe in a classless society. |
| Capitalists believe that the profit should be enjoyed by the owners of the industry. | Socialists believe that the profits are the result of the workers' labour, so the workers deserve a share. |

## *Activity on page 33*

**2** Why were there revolutionary disturbances in Russia in 1905? What were the demands of the revolutionaries?

*Ans. The causes of the revolutionary disturbances in Russia in 1905 were*

(*i*) Russia's defeat in the Russo-Japanese War of1904 due to the poorly organised Russian army.

(*ii*) The prices of essential commodities rose, so that real wages declined by 20 per cent.

(*iii*) Workers were dismissed at the Putilov Iron Works.

The revolutionaries demanded a reduction in daily working hours to eight, increase in wages and improvement in working conditions.

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### Activity on page 41

**3** Why did people in Central Asia respond to the Russian Revolution in different ways?

*Ans.* The people in Central Asia responded enthusiastically to the February 1917 Revolution because it freed them from the oppression of the Tsar's reign and they became masters of their land again. They expected to regain their autonomy.

However, they responded negatively to the October Revolution, as it brought violence, robbery, extra taxes and another dictatorial power to rule over them. They feared now that their autonomy would be lost.

### Activity on page 47

**4** Compare the passages written by Shaukat Usmani and Rabindranath Tagore. Read them in relation to Sources C, D and E and answer the following questions

(a) What did Indians find impressive about the USSR?

(b) What did the writers fail to notice?

#### Source F

**An Indian arrives in Soviet Russia in 1920**

For the first time in our lives, we were seeing Europeans mixing freely with Asians. On seeing the Russians mingling freely with the rest of the people of the country, we were convinced that we had come to a land of real equality.

We saw freedom in its true light. In spite of their poverty, imposed by the counter-revolutionaries and the imperialists, the people were more jovial and satisfied than ever before. The revolution had instilled confidence and fearlessness in them. The real brotherhood of mankind would be seen here among these people of fifty different nationalities. No barriers of caste or religion hindered them from mixing freely with one another. Every soul was transformed into an orator. One could see a worker, a peasant or a soldier haranguing like a professional lecturer.'

**Shaukat Usmani**, *Historic Trips of a Revolutionary*

#### Source G

**Rabindranath Tagore wrote from Russia in 1930**

'Moscow appears much less clean than the other European capitals. None of those hurrying along the streets look smart. The whole place belongs to the workers ... Here the masses have not in the least been put in the shade by the gentlemen ... those who lived in the background for ages have come forward in the open today ... I thought of the peasants and workers in my own country. It all seemed like the work of the Genii in the Arabian Nights. [here] only a decade ago, they were as illiterate, helpless and hungry as our own masses ... Who could be more astonished than an unfortunate Indian like myself to see how they had removed the mountain of ignorance and helplessness in these few years.'

*Ans.* (*a*) Indians were impressed by the fact that all persons in Russia were treated equally. In spite of them, not being very prosperous, they were happily going about their work. Asians and Europeans mingled freely in Russia, whereas it was unthinkable in India at that time.

(*b*) The two writers failed to notice that essentially the people were not free to do as they liked. The Bolsheviks ruled like dictators and followed repressive policies to develop the nation quickly. The hard lives and poor working conditions of the people went unnoticed by these writers.

## Exercise

**1** What were the social, economic and political conditions in Russia before 1905?

*Ans.* **Social Conditions** Russian society was divided into three classes: the clergy, nobility and the working class.

Slavery was abolished in 1861, but the peasants, who constituted 85 per cent of the population, had to pay heavy taxes for small holdings.

**Economic Conditions** After industrialisation, many factories were set up by industrialists. The wages were minimum and the working hours were sometimes 15 hours a day. The condition of the workers was miserable. The state treasury was bankrupt due to heavy expenditure.

**Political Conditions** Under the autocratic rule of Tsar Nicholas II, the Russian empire was vast and feudal. The disastrous defeat of Russia in the Russo-Japanese War of 1904 had eroded the prestige of Tsar Nicholas II.

**2** In what ways was the working population in Russia different from other countries in Europe, before 1917?

*Ans.* *The working population in Russia was different from that of those in other countries in Europe before 1917 in the following ways*

(*i*) About 85 per cent of Russians were agriculturists. Whereas in France and Germany, the farmers were between 40 per cent and 50 per cent.

(*ii*) The cultivators in Russia produced for the markets as well as for their own needs. Industrialisation started late in Russia and industries were only found in small pockets.

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Workers were a divided social group and maintained strong links with the villages they had come from. Metal workers considered themselves aristocrats among other workers. In Russia, sometimes the working hours for workers were 15 hours as compared to 10 or 12 hours in Europe. On the other hand, in Europe, the Industrial Revolution changed a mainly rural society into an urban one.

(*iii*) In France, during French Revolution, the French peasants respected nobles and also fought for them. But in Russia, peasants wanted the land of the nobles. They refused to pay rent and even murdered landlords.

(*iv*) In Russia, peasants had pooled their land together and divided the profits according to the family needs. In other parts of world, agriculture was done individually by the peasants.

**3** Why did the Tsarist autocracy collapse in 1917?

*Ans.* *The Tsarist autocracy collapsed in 1917 due to social, economic and political reasons*

**Social reasons** In the First World War, the defeat of the Russian army was shocking and demoralising.

There were over 7 million casualties and 3 million refugees by 1917. The rest of the population became hostile to the Tsar.

**Economic reasons** There were labour shortages due to the participation of able-bodied men in the war, which led to the shut down of many small factories.

Moreover, large quantities of grain were sent to feed the army. For the people in cities, bread and flour became expensive and scarce. This scarcity led to riots at bread shops. People became very dissatisfied with the policies of the Tsar.

**Political reasons** Tsar Nicholas II was an autocratic, inefficient and weak ruler who believed in the divine rights of the king. The bureaucracy got special rights and privileges, but the general public got none. Moreover, the Tsar had built a vast empire and imposed Russian language and culture on diverse nationalities. A large section of the Russian empire became hostile to the Tsar and his corrupt bureaucracy. All these factors led to discredit of the government and brought about the end of Tsarist autocracy.

**4** Make two lists : One with the main events and the effects of the February Revolution and the other with the main events and effects of the October Revolution. Write a paragraph on who was involved in each and who were the leaders and what was the impact of each on Soviet history.

*Ans.* **Events of the February Revolution**

(*i*) **22nd February, 1917** Lockout of a factory on the right bank of the Neva river. The next day, the workers of 50 factories went on strike in sympathy.

(*ii*) **24th and 25th February** Demonstrators came back on the streets and were dispersed by imposing curfew.

(*iii*) **25th February** The government suspended the Duma. Politicians criticised the measure.

(*iv*) **26th February** Demonstrators returned in force to the streets.

(*v*) **27th February** Workers ransacked the Police Headquarters.

(*vi*) **2nd March** The Tsar gave up his throne. Soviet leaders and Duma leaders formed a Provincial Government to run the country.

No political party was actively organising the February Revolution. Men and women workers were involved in this movement who were supported by the soldiers.

**Effects of the February Revolution**

(*i*) Restriction on public meetings and associations were removed.

(*ii*) Soviets were set up everywhere, but no common system of election was followed.

(*iii*) In industrial areas, factory committees were formed which began questioning the way industrialists ran their factories.

(*iv*) Trade unions grew in number.

(*v*) Soldiers' committees were formed in the army.

(*vi*) Provisional Government's power reduced and Bolshevik influences grew.

(*vii*) The Bolsheviks were repressed.

(*viii*) Land committee was formed, peasants seized land between July and September 1917 by the encouragement of the socialist revolutionaries.

**Events and Effects of the October Revolution**

(*i*) **16th October, 1917** Lenin became the leader and he persuaded the Petrograd Soviet and the Bolshevik Party to agree to a socialist seizure of power. It led to the formation of a Military Revolutionary Committee for seizure of power.

(*ii*) **24th October** Uprising began on 24th October. The buildings of two Bolshevik newspapers were seized by the military men loyal to the government. On the same day, Pro-government troops were sent to take over telephone and telegraph offices and protect the Winter Palace.

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Responding to the government's action, the Military Revolutionary Committee seized the government offices and arrested the ministers.

The navy played a significant role in the assault on the Winter Palace. The revolutionaries took over different military points.

**5** What were the main changes brought about by the Bolsheviks immediately after the October Revolution?

*Ans.* *The changes brought by the Bolsheviks after October Revolution were*

(*i*) The Bolsheviks opposed private properties; thus they nationalised most industries and banks.

(*ii*) Lands of the clergy and nobility were seized and land was declared state property.

(*iii*) In cities, the large houses were partitioned to accommodate other families.

(*iv*) The use of old titles of aristocracy was banned. To assert the social change, new uniforms, *e.g.*, Soviet hat, were designed for the army and the officials.

(*v*) The Bolshevik Party renamed itself as the Russian Communist Party. Russia became a one-party state.

(*vi*) All Russian Congress of Soviets became the Parliament of the country. Trade unions were kept under party control.

(*vii*) The secret police kept vigilance on citizens and punished those who criticised the Bolsheviks.

**6** Write a few lines to show what you know about

- Kulaks
- The Duma
- Women Workers between 1900 and 1930
- The Liberals
- Stalin's Collectivisation Programme

*Ans.* **Kulaks** Kulak is the Russian name for well-to-do peasants. In 1927-1928, Stalin took the decision to develop modern farms and run them along industrial lines. For this purpose, it was necessary to eliminate Kulaks. Many Kulaks' properties were raided.

Under Stalin's Collectivisation Programme, land of Kulaks was taken away and converted into large modern farms. This programme was severely resisted by the Kulaks. Many of them destroyed their livestock. Those who resisted collectivisation were punished; many Kulaks were deported and exiled.

**The Duma** It was the elected consultative Parliament set up after the Revolution of 1905. Its members were charged with the responsibility of making laws. The Tsar dismissed the first Duma within 75 days and re-elected the second Duma within 3 months.

The Tsar did not want any questioning of his power. He changed the voting laws and packed the third Duma with conservative politicians. Finally, in February 1917, the Duma was suspended. Many members of the Duma became a part of the Provisional Government.

**Women Workers between 1900 and 1930** In Russia, the women workers constituted 31 per cent of the factory labour force. They were paid less than their men counterparts. In most of the factories, they were paid between half and three-quarters of a men's wage. During the February Revolution (23rd February, 1917), women led the way to strikes in many factories.

**The Liberals** One of the groups which looked to change society were the liberals. They were opposed to the uncontrolled power of the dynastic rulers. They preferred religious tolerance and wanted to safeguard individual rights. They favoured parliamentary system of government and an independent judiciary.

They did not believe in universal adult franchise. They wanted voting rights to be restricted to men of property only.

**Stalin's Collectivisation Programme**

(*i*) In 1927-1928, Soviet Russia was facing an acute problem of grain supplies. The peasants refused to sell the grains at the price fixed by the government.

(*ii*) Stalin believed that the peasants had surplus grain, but were holding it back, expecting higher prices. So, he introduced the concept of collective farms (*kolkhoz*).

(*iii*) To develop these farms, it was necessary to eliminate Kulaks, take away land from peasants and establish state-controlled large farms.

(*iv*) From 1929, all peasants were forced to work in *kolkhoz*. The *kolkhoz* profit was shared by all the peasants who worked on the land. Those who resisted collectivisation were severely punished.

(*v*) Stalin's government allowed some independent cultivation, but treated such peasants unsympathetically.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** Suffragette Movement means a movement to give women the right to
(a) vote (b) property
(c) equality (d) None of these

*Ans.* (a) vote

**2** ..... did not believe in Universal Adult Franchise i.e the right of every citizen to vote.
(a) Liberals (b) Democrats
(c) Conservatives (d) Republics

*Ans.* (a) Liberals

**3** They felt only men with property should have the vote and women should not have the vote. Who were they?
(a) Democrats (b) Radicals
(c) Liberals (d) Conservatives

*Ans.* (c) Liberals

**4** Who thought that private property is the root of all social ills of the time?
(a) Socialists (b) Democrats
(c) Liberals (d) None of these

*Ans.* (a) Socialists

**5** Who was Robert Owen?
(a) A leading English manufacturer
(b) A socialist who believed in the idea of cooperatives
(c) Both (a) and (b)
(d) None of the above

*Ans.* (c) Both (a) and (b)

**6** At the beginning of the twentieth century, the vast majority of Russia's people was
(a) agriculturists
(b) industrialists
(c) teachers
(d) lawyers

*Ans.* (a) agriculturists

**7** Prominent industrial area (s) in Russia was/were
(a) Moscow (b) St Petersberg
(c) Petrograd (d) Both (a) and (b)

*Ans.* (d) Both (a) and (b)

**8** When was Russia's railway network extended?
(a) In 1850s (b) In 1890s
(c) In 1900s (d) In 1920s

*Ans.* (d) In 1920s

**9** When was the Russian Social Democratic Workers' Party founded?
(a) In 1898 (b) In 1895 (c) In 1890 (d) In 1910

*Ans.* (a) In 1898

**10** When did the USSR socialism become a global face and world stature?
(a) At the time of the outbreak of the Second World War.
(b) At the time of the First World War.
(c) At the time of the Civil War.
(d) None of the above

*Ans.* (a) At the time of the outbreak of the Second World War.

**11** Consider the following statements and point out the right one.
(a) Jadidists were the Muslim scholars with in the Russian empire.
(b) Jadidists were the Muslim landlords within the Russian empire.
(c) Jadidists were the Sufi philosophers within the Russian empire.
(d) Jadidists were the Muslim reformers within the Russian empire.

*Ans.* (d) Jadidists were the Muslim reformers within the Russian empire.

**12** Consider the following statements and point out the right one.
(a) Kulaks are rich farmers of Russia
(b) Kulaks are poor farmers of Russia
(c) Kulaks are workers of Russia
(d) Kulaks are metal workers of Russia

*Ans.* (a) Kulaks are rich farmers of Russia

**13** Find the incorrect option
(a) Robert Owen was a leading French manufacturer.
(b) Robert Owen built a cooperative community called 'New Harmony' in India.
(c) Louis Blanc wanted the government to encourage cooperative.
(d) Louis Blanc wanted to replace capitalist enterprises.

*Ans.* (a) Robert Owen was a leading French manufacturer.

**14** Find the incorrect option.
(a) The First World War had a severe impact on industry of Russia.
(b By 1917, railway lines began to break down in Russia.
(c) Able-bodied men were called up to the war.
(d) For the people in the cities of Russia, bread and flour became scarce.

*Ans.* (b) By 1917, railway lines began to break down in Russia.

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**15** Arrange the sequence
(i) Formation of Comintern
(ii) Formation of the Russian Social Democratic Workers Party
(iii) Beginning of Collectivisation

**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 2 | 1 | 3 |
| (c) | 3 | 2 | 1 |

| | A | B | C |
|---|---|---|---|
| (b) | 1 | 2 | 3 |
| (d) | 2 | 3 | 1 |

*Ans.* (a) 2 1 3

## Match the Following

**16**

| | List I | | List II |
|---|---|---|---|
| A | Karl Marx | 1 | Leader of Bolshevik Party |
| B | Lenin | 2 | Tsar of Russia |
| C | Stalin | 3 | Father of Communism |
| D | Nicholas II | 4 | Collectivisation Programme |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 |
| (c) | 2 | 3 | 4 | 1 |

| | A | B | C | D |
|---|---|---|---|---|
| (b) | 3 | 1 | 4 | 2 |
| (d) | 4 | 3 | 2 | 1 |

*Ans.* (b) 3 1 4 2

**17**

| | List I | | List II |
|---|---|---|---|
| A | Bloody Sunday | 1 | February 1917 |
| B | February revolt | 2 | 1918-20 |
| C | Civil War in Russia | 3 | 1905 |
| D | Lenin returns to Russia | 4 | April, 1917 |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 |
| (c) | 3 | 1 | 2 | 4 |

| | A | B | C | D |
|---|---|---|---|---|
| (b) | 1 | 4 | 3 | 2 |
| (d) | 2 | 1 | 4 | 3 |

*Ans.* (c) 3 1 2 4

## Picture Based Questions

**18** Identify the personality and name the famous programme introduced by him.

(a) Joseph Stalin, Collectivisation Programme
(b) V Lenin, Commune (mir) Programme
(c) Karl Marx, Dictatorship of Proletariat
(d) F Engels, Communism

*Ans.* (a) Joseph Stalin, Collectivisation Programme

**19** Name the typical Soviet hat wore by the soldier in the picture.

(a) Budeonovka
(b) Fedora
(c) Tril by
(d) Snapback

*Ans.* (a) Budeonovka

## Fill in the Blanks

**20** In France, Italy, Germany and ..... nationalists became revolutionaries and worked to overthrow existing monarchs.

*Ans.* Switzerland

**21** The emperor of Russia in 1914 was .....

*Ans.* Tsar Nicholas II

**22** ..... workers in Russia considered themselves aristocrats among other workers.

*Ans.* Metal

**23** The Communist Party formed in India.....

*Ans.* in the mid-1920s

**24** From ....., the Bolshevik Party forced all peasants to cultivate in collective farms.

*Ans.* 1929

## Correct and Rewrite

**25** All political parties were illegal in Russia after 1917.

*Ans.* All political parties were illegal in Russia before 1914.

**26** The bad harvests of 1940-1945 led to one of the most devastating famines in Soviet history.

*Ans.* The bad harvests of 1930-1933 led to one of the most devastating famines in Soviet history.

**27** During the 1917 Revolution, the Tsar allowed the creation of an elected consultative Parliament as Duma.

*Ans.* During the 1905 revolution, the Tsar allowed the crealtion of an elected consultative Parliament Duma.

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## Assertion/Reason

**28** **Assertion** (A) The First World War on the 'Eastern front' differed from that on the 'Western front'.
**Reason** (R) The soldiers of Russia did not wish to fight this War.
**Codes**
(a) Both A and R are true and R is the correct explanation of A.
(b) Both A and R are true but R is not the correct explanation of A.
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (b) Both A and R are true but R is not the correct explanation of A.

**29** **Assertion** (A) Russia was a major exporter of grain.
**Reason** (R) About 85 per cent of Russian's population was agriculturalists and produced for the market as well as for their own needs.
**Codes**
(a) Both A and R are true and R is the correct explanation of A.
(b) Both A and R are true but R is not the correct explanation of A.
(c) A is true but R is false
(d) A is false but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A.

## Very Short Answer Type Questions

**30** What were the views of the liberals in 19th century Europe regarding Universal Adult Franchise?

*Ans.* The liberals were opposed to Universal Adult Franchise. They felt that only men of property should have the right to vote. They also did not want the vote for women.

**31** Who opposed the ideas of both liberals and radicals?

*Ans.* Conservatives opposed the ideas of both liberals and radicals.

**32** By the 19th century, how conservatives wanted a change in the society?

*Ans.* By the 19th century, conservatives wanted a slow change in society. They believed the change should be done by respecting the past.

**33** How did the revolutionaries originate in the year 1815?

*Ans.* In France, Italy, Germany and Russia, some nationalist liberals and radicals became revolutionaries. They worked to overthrow existing monarchs.

**34** Name the ruler of Russia at the start of the First World War.

*Ans.* Tsar Nicholas II was the ruler of Russia at the start of the First World War.

**35** Which group of workers were regarded as aristocrats among workers?

*Ans.* The metal-workers were regarded as aristocrats among workers.

**36** Mention the period of Civil War in Russia.

*Ans.* The period of Civil War in Russia was 1918-1920.

**37** In the context of Russia, what was *'kolkhoz'*?

*Ans.* *'Kolkhoz'* was the collective farm in Russia.

**38** The event 'Bloody Sunday' was later on called by what name?

*Ans.* It was called as the 1905 Revolution.

**39** After 1905, which elected representative body was formed in Russia?

*Ans.* The elected representative body formed in Russia after 1905 was the Duma.

**40** What kind of members were incorporated in the Duma under the Tsar in Russia?

*Ans.* Conservatives politicians were incorporated members of the Duma under the Tsar in Russia.

## Short Answer (SA) Type Questions

**1** Who were the socialists in 19th century Europe? What kind of society did they envisage?

*Ans.* In the 19th century Europe, socialists were those who were against private property and saw it as the root of all social evils. They believed in the idea of cooperatives. In cooperatives, people made associations and produced goods together. The profits of the business were divided among all members of the association.

However, different socialists had different views regarding the society. Robert Owen, one of the founders of socialism, suggested that cooperatives should be built on individual initiative.

Other socialists like Louis Blanc wanted the government to encourage cooperatives and replace capitalist enterprises. These cooperatives were the associations of people who produced goods together and divided the profit according to their work.

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**2** Explain the concept of Karl Marx about socialist society.

*Ans.* Karl Marx's (1818-1883) concept about socialist society was that industrial society was capitalist. Under it, labourers do not get full share of the profits based on their contribution and so their condition could not improve. He wanted the whole society to have common control over the means of production, i.e. all production units should be nationalised.

**3** Describe the ideas of Karl Marx and Friedrich Engels about the capitalists.

*Ans.* Both the ideas of Karl Marx and Friedrich were similar. Karl Marx and Friedrich Engels gave a clear idea about how the society should be structured is socialism. Both of them argued that industrial society was capitalist. Capitalist owned the capital invested in factories. They accumulated wealth by the profit produced by the workers. Workers were not getting any profit made by themselves.

Marx believed that to free themselves from capitalist exploitation, the workers had to overthrow capitalism.

By overthrowing (removing) capitalism workers might stop the rule of private property. All property should be socially controlled. Where all properties were socially controlled, the society was turned into a socialist society.

Marx and Engels suggested that the socialist society would be a communist society. To achieve this society which they thought as the natural society of the future, the workers must win over the capitalists.

**4** Describe the economic condition of Russia before 1905.

*Ans.* *The economic condition of Russia before 1905 is described below*

(*i*) At the beginning of the 20th century, about 85 per cent of the Russian population was agriculturist, which was much higher than other European countries.

(*ii*) Industry in Russia was developed in some pockets like St Petersburg and Moscow. Large factories existed alongside craft workshops.

(*iii*) Many factories were set up in the 1890s due to the extension of the railway network and the increase in foreign investment.

(*iv*) Coal, iron and steel production increased.

**5** Describe the conditions of the workers under the Tsar in Russia.

*or* Describe any three points regarding the condition of workers in Russia in the beginning of the 20th century.

*or* Explain the conditions of workers in Russia before 1917.

*Ans.* *The following points state the conditions of workers under the Tsar in Russia before 1917*

(*i*) In craft units and small workshops, sometimes, working hours were 15 hours, compared with 10-12 hours in big factories.

(*ii*) Workers were divided into different social groups. Some had strong links with native villages, other permanently settled in towns.

(*iii*) Workers were divided according to their skills. Metal workers were considered themselves aristocrats among other workers.

(*iv*) Women consisted of 31 per cent of the factory labour force and they were paid less than men.

(*v*) Some workers formed associations to help members in time of unemployment or financial crisis. But, they were few in numbers.

**6** Why were socialists active in the countryside? Give three reasons.

*Ans.* In Russia, socialists were active in the countryside through the late 19th century. They formed the Socialist Revolutionary Party in 1900, which struggled for peasants' rights.

*Due to following reasons, they were active in the countryside*

(*i*) This party demanded that land belonging to nobles be transferred to peasants.

(*ii*) Socialists believed that Russian peasants were different from other European peasants. In country side, they pooled their land together and their commune (*mir*) divided it according to the needs of individual families. Socialist felt that this custom of dividing land made the Russian peasant as natural socialists.

(*iii*) Socialist Revolutionaries believed that peasants, instead of workers, would be the main force of revolution. They pressed for a redistribution of land. Then, land committees were formed for the redistribution of lands. Encouraged by this, peasants seized land in 1917.

**7** Describe the main events which led to the February Revolution in Petrograd.

*Ans.* *The main events which led to the February Revolution in Petrograd were*

(*i*) On 22nd February, a lockout took place at a factory on the right bank of the river Neva in Petrograd.

(*ii*) On 23rd February, workers in fifty factories called a strike in sympathy. In many factories, women led the strikes.

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(*iii*) Government imposed a curfew, causing the demonstrators to disperse, but they came back on the 24th and 25th.

(*iv*) On the 25th February, the Tsar suspended the Duma. This caused widespread anger. A delegation went to see the Tsar. Tsar resigned on the advise of the Military commanders on 2nd March.

(*v*) Soviet leaders and Duma leaders formed a Provisional Government to run the country.

**8** Describe the incident known as 'Bloody Sunday'. State any two events after the Bloody Sunday which led to the Revolution of 1905 in Russia.

*Ans.* Bloody Sunday was an incident happened in Russia on 22nd January, 1905. In this day, the workers of Russia, led by Father Gapon, reached the Winter Palace of the Tsar to present a petition. But they were fired at indiscriminately by police and the Cossacks, resulting in the death of more than 100 workers with 300 workers wounded. This incident led to series of events, known as the 1905 Revolution.

*Two important events were*

(*i*) Strikes took all over the country and universities of Russia were closed down when student bodies staged walkouts, complaining about the lack of civil liberties.

(*ii*) Lawyers, doctors, engineers, middle-class workers established a Union of Unions and demanded a Constituent Assembly.

**9** Describe the events during the First World War.

*Ans.* *During the First World War the situation in Russia was*

- In Russia, the First World War war was initially popular and the policies of Tsar Nicholas II were supported by the people.
- The First World War on the Eastern front differed from that on the Western front. In the West, armies fought from trenches, but in the East, armies moved a good deal and fought battles leaving large casualties.
- Russia's army lost badly in Germany and Austria between 1914 and 1916. There were over 7 million casualties by 1917. This defeat shocked and demoralised Russian army.
- As the German armies moved forward, the Russian army destroyed crops and buildings to prevent the enemy from being able to live off the land. The situation discredited the Russian Government and the Tsar. The Russian soldiers did not wish to fight such a war.

**10** State any three effects of the First World War on the Russian economy.

*Ans.* *The effects of the First World War on the Russian economy were*

(*i*) Russia had few industries and the country was cut off from other supplies of industrial goods by German control of the Baltic Sea.

(*ii*) Industrial equipment disintegrated more rapidly in Russia than elsewhere in Europe. By 1916, railway lines began to break down.

(*iii*) Able-bodied men were sent to fight the war. Thus, labour shortages resulted shutting down industries and small workshops producing essentials.

(*iv*) Large supplies of grain were sent to feed the army therefore, for the people in the cities, bread and flour became scarce.

**11** Examine three reasons for the success of socialist economy in post revolution Russia.

*Ans.* *The reasons for the success of socialist economy in post revolution Russia were*

(*i*) The Bolsheviks nationalised industries and banks. A process of centralised planning was introduced. Officials assessed the condition of the economy and made the Five Year Plans on its basis.

(*ii*) The government fixed all prices to promote industrial growth during the first two Five Year Plans. It led to economic growth and increase in industrial production, with new industrial cities coming into being.

(*iii*) Stalin introduced a collectivisation programme, under which the peasants were forced to cultivate in collective farms (*Kolkhoz*) and the government fixed the prices of grains sold to it.

**12** State any three measures taken by the Provisional Government to suppress the Bolshevik influence.

*Ans.* As the Provisional Government realised that its power was reducing and Bolshevik influence growing, *it decided to take the following measures*

(*i*) It resisted attempts by workers to run factories and began arresting leaders.

(*ii*) Popular demonstrations staged by the Bolsheviks were strongly repressed. Many Bolshevik leaders had to go into hiding or flee.

(*iii*) Military men loyal to the Provisional Government seized the buildings of two Bolshevik newspapers.

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**13** What was the difference between the Bolshevik and Menshevik groups?

*Ans.* The Bolsheviks were the majority group of workers of Russia, while the Mensheviks were the minority group. The Bolsheviks argued that the stages of history could be 'telescoped' and that, as Russia had been imperialist, its capitalist stage could be shortened, allowing for the building of socialism.

On the other hand, Mensheviks argued that Russia was just beginning the capitalist stage of development, so the main task for them was, alongside providing the workers with a Marxist framework, to help build the democratic, capitalist institutions of the state.

The Bolsheviks wanted a direct exchange from Tsarism to communism. On the other hand, according to Men sheviks, a socialist society should be preceded by a liberal capitalist system as the direct transition from Tsarism to communism is not possible.

**14** What do you mean by the reds, greens and whites in the context of Russia?

*Ans.* In Russia, the reds meant Bolsheviks, the greens meant Socialist Revolutionaries and the whites meant pro-Tsarists. The Bolsheviks were the majority group of workers under the leadership of Lenin. During 1918 and 1919, the greens (Socialist Revolutionaries) and the whites (pro-Tsarists) controlled most of the Russian empire. They were backed by French, American, British and Japanese troops who were opposed to the growth of socialism in Russia.

**15** Read the sources given below and answer the questions.

**Source A The Russian Communist Party**

The Bolshevik Party was renamed the Russian Communist Party (Bolshevik). In November 1917, the Bolsheviks conducted the elections to the Constituent Assembly, but they failed to gain majority support. In January 1918, the assembly rejected Bolshevik measures and Lenin dismissed the assembly. Lenin believed that the All Russian Congress of Soviets was more democratic than an assembly elected in uncertain conditions.

(i) Lenin did not consider the Constituent Assembly as democratic. Explain.

**Source B The Russia became a One-Party State**

In March 1918, despite opposition by their political allies, the Bolsheviks made peace with Germany at Brest Litovsk. In the years that followed, the Bolsheviks became the only party to participate in the elections to the All Russian Congress of Soviets, which became the Parliament of the country. Russia became a one-party state. Trade unions were kept under party control. The secret police (called the Cheka first, and later OGPU and NKVD) punished those who criticised the Bolsheviks.

Many young writers and artists rallied to the party because it stood for socialism and for change. After October 1917, this led to experiments in the art and architecture. But many became disillusioned because of the censorhip the Party encouraged.

(ii) To what extent the Bolshevik Party was not appreciated by the Russian ? Give an example.

**Source C The Changes brought by the Bolsheviks**

The Bolsheviks were totally opposed to private property. Most industry and banks were nationalised in November 1917. This meant that the government took over ownership and management. Land was declared social property and peasants were allowed to seize the land of the nobility. In cities, Bolsheviks onforced the partition of large house according to family requirements.

They banned the use of the old titles of aristocracy. To assert the change, new uniforms were designed for the army and officials, following a clothing competition organised in 1918–when the Soviet hat (*budeonovka*) was chosen.

(iii) To what extent did the Bolshevik Party introduce changes in economic front of Russia? Explain by giving examples.

*Ans.* (*i*) In Russia the Constituent Assembly rejected the popular measures of the Bolsheviks. Under the leadership of Lenin, the Bolsheviks became popular in Russia but they failed to gain majority support in the election to the Constituent Assembly. Lenin thought that the Constituent Assembly would became dictator as the Bolshevik had no strong representation in it.

(*ii*) The Bolsheviks became the only party to rule Russia. But, it was not appreciated by all Russians. The Bolshevik party also introduced censorship as control for all expressions. Many intellectuals thought that the Bolshevik Party controlled their freedom of expression, thus they became disillusioned about the Bolshevik Party.

(*iii*) *The Bolshevik Party introduced immense changes in economic front of Russia in the following ways*

(a) They nationalised most of the industries and banks.

(b) They advised the peasants to grab lands from the landowners.

(c) They made the division of the large houses in cities according to the requirement of a family.

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## Long Answer (LA) Type Questions

**1** Explain any five socio-economic conditions of Russia at the beginning of the 20th century?

*or* What type of an economy existed in Russia before the revolution?

*Ans.* At the beginning of the 20th century, Russia was ruled by Tsar Nicholas II.

*The socio-economic conditions of Russia at that time can be explained in the following ways*

(*i*) 85 per cent of the Russian people were agriculturists. Cultivators produced for the market and for their own needs. Russia was a major exporter of grain.

(*ii*) Industry was found in some specific areas. St Petersburg and Moscow were famous for industry. Large factories existed alongside craft workshops. In some areas, factory workers and craftmen were almost equal in number.

(*iii*) Workers were a divided social group. Some had strong links with the villages, while others had settled in cities permanently.

(*iv*) Despite divisions, workers did unite to strike work when they disagreed with the employers.

(*v*) Peasants had no respect towards nobility. They pooled their land together periodically and their commune (*mir*) divided it according to the needs of individual families.

**2** What were the main causes of the civil war between the Bolsheviks and the Russian army, the non-Bolshevik socialist?

*Ans.* *The main causes of the civil war between the Bolsheviks and the Russian army, the non-Bolshevik socialists were*

(*i*) After the success of October Revolution the Bolsheviks ordered land redistribution to the peasants. The Russian army began to break up. Soldiers deserted the army and wanted to go home for the redistribution of land.

(*ii*) Non-Bolshevik socialists, liberals and supporters of autocracy condemned the Bolshevik uprising. All the leaders of these group moved to South Russian and organised their army to fight against the Bolsheviks. During 1918 and 1919, the Greens (Socialist revolutionaries) and the Whites (Pro-Tsarists) controlled most of the Russian empire.

(*iii*) The Greens and Whites were backed by French, American, British and Japanese Troops. All these forces were worried at the growth of socialism in Russia.

(*iv*) In many areas, Bolshevik colonists brutally massacred local nationalist in the name of defending socialism. In this situation, many were confused about the standpoint of the Bolsheviks.

**3** Explain how a socialist society was established in Russia.

*Ans.* The Bolsheviks *took the following measures to establish a socialist society in Russia*

(*i*) The Bolsheviks nationalised industries and banks.

(*ii*) Land was declared social property and peasants were allowed to seize the land of the nobility.

(*iii*) Officials assessed how the economy could work and made Five Year Plans on its basis.

(*iv*) Centralised planning led to economic growth. Industrial production increased and new factory cities established in Russia.

(*v*) An extended schooling system was developed. Arrangements were made for higher education for workers and peasants which helped them to enter universities.

(*vi*) Cheap public healthcare was provided.

(*vii*) Model living quarters were established for workers.

(*viii*) Creches were established in factories for the children of women workers.

With these new changes, Russian society became a socialist society gradually.

**4** Explain the views of the socialists on private property with special emphasis on Karl Marx. Name the international body set up to spread and coordinate their efforts.

*Ans.* Socialists were against private property. They saw it as the root of all social evils.

*Their views are stated below*

(*i*) Socialists favoured ownership of property by society as a whole rather than single individually owned properties, thus attention would be paid to collective social interests.

(*ii*) According to Marx in capitalism, factories were owned by the capitalists and the profit of capitalists was produced by workers. But the workers had to overthrow capitalism and the rule of private property.

(*iii*) Marx suggested that to free themselves from capitalist exploitation, the workers had to construct a radically socialist society. In a socialist society, all property was socially controlled.

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(iv) Marx believed that workers would win in their conflict with capitalists and there should be 'dictatorship of the proletariat'. This communist society would be the natural society of the future.

To coordinate their efforts, socialists formed the international body, viz, the 'Second International.'

**5** Explain the contribution of Lenin to the Russian Revolution.

*Ans.* Lenin was the leader of the Bolshevik Party. He was prepared to take desperate measures to make the revolution successful. *The following points state his contribution in Russian Revolution*

(*i*) On his return from exile in April 1917, he organised his party to take over the reigns of government, as the Mensheviks, running the provisional government, had lost popular support.

(*ii*) In his 'April Theses', he put forward clear policies to end Russian participation in the war, transferring land to the tiller and nationalising banks.

(*iii*) He proclaimed the right to self-determination of all people in the Russian empire. On 7th November, 1917, the Provisional Government fell, making Lenin the head of the world's first communist country.

(*iv*) He implemented his policies to make Russia a truly socialist society till his death in 1924.

**6** Read the extract and answer the following questions

On 16th October, 1917, Lenin persuaded the Petrograd Soviet and the Bolshevik Party to agree to a socialist seizure of power. A Military Revolutionary Committee was appointed by the Soviet under Leon Trotskii to organise the seizure. The date of the event was kept a secret. The uprising began on 24th October. Sensing trouble, Prime Minister Kerenskii had left the city to summon troops.

At dawn, military men loyal to the government seized the buildings of two Bolshevik newspapers. Pro-government troops were sent to take over telephone and telegraph offices and protect the Winter Palace. In a swift response, the Military Revolutionary Committee ordered its supporters to seize government offices and arrest ministers. Late in the day, the ship *Aurora* shelled the Winter Palace. Other vessels sailed down the Neva and took over various military points. By nightfall, the city was under the committee's control and the ministers had surrendered.

At a meeting of the All Russian Congress of Soviets in Petrograd, the majority approved the Bolshevik action. Uprisings took place in other cities. There was heavy fighting especially in Moscow but by December, the Bolsheviks controlled the Moscow-Petrograd area.

(i) The Military Revolutionary committee was appointed by the Soviet. Suggest the reasons.

(ii) Infer the importance of the control of the Military Revolutionary Committee over the Petrograd city.

(iii) How did Lenin make the Petrograd Soviet and the Bolshevik party to agree in October 1917?

*Ans.* (*i*) The Military Revolutionary committee was appointed by the Soviet under Leon Tratskii to organise the socialist seizure of power in Russia.

(*ii*) *The importance of the control of the Military Revolution or Committee over the Petrograd city is explained in the following ways*

(a) As the pro-government troops of Russia seized the building of two Bolshevik newspapers, the Military Revolutionary Committee ordered its supporters to seize government offices and arrest ministers.

(b) The winter palace was fired and various military points were took over. Ministers were surrendered. By night, the Petrograd city was under the committee's control.

(*iii*) Lenin feared that the Provisional Government would set-up a dictatorship in Russia. He wanted to arrange an uprising against the Government. Thus he persuaded the Petrograd Soviet and the Bolshevik Party unitedly agree to a socialist seizure of power in Russia and both of them agreed to do that.

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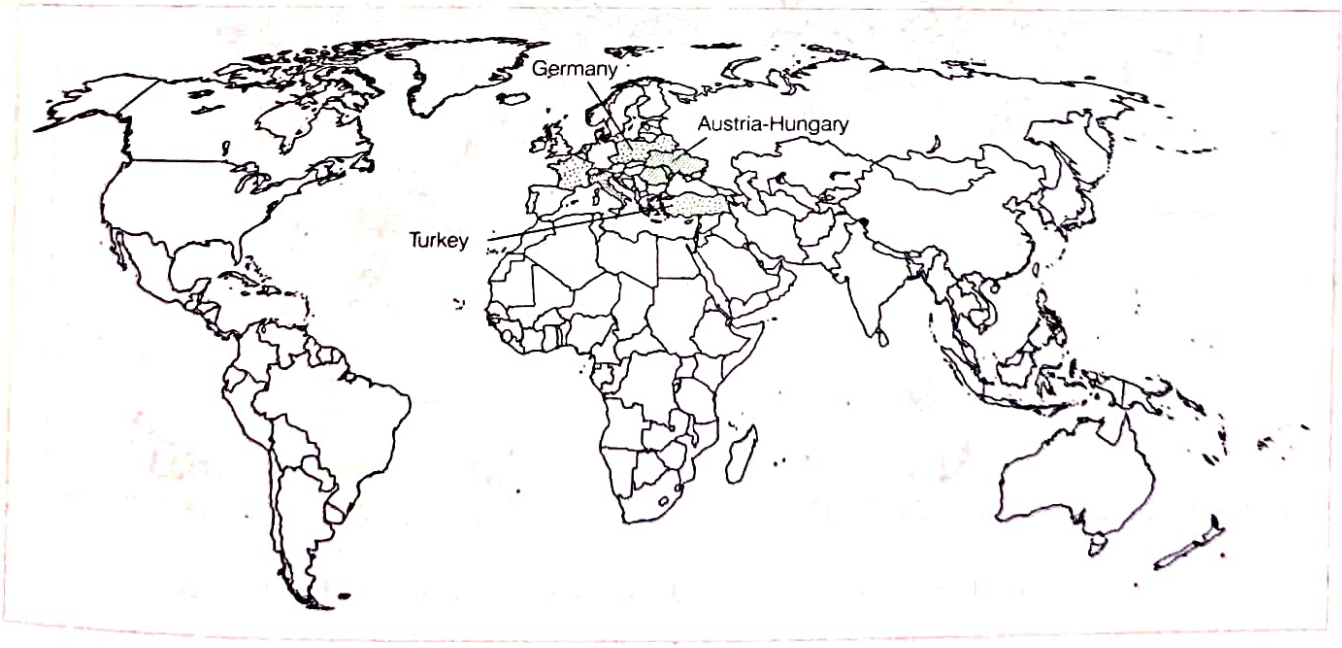
## Map Based Questions

**1** On the given outline map of world locate, the countries that were central powers in the First World War.

*Ans.* The Central Powers in the First World War were Germany, Austria-Hungary and Turkey.



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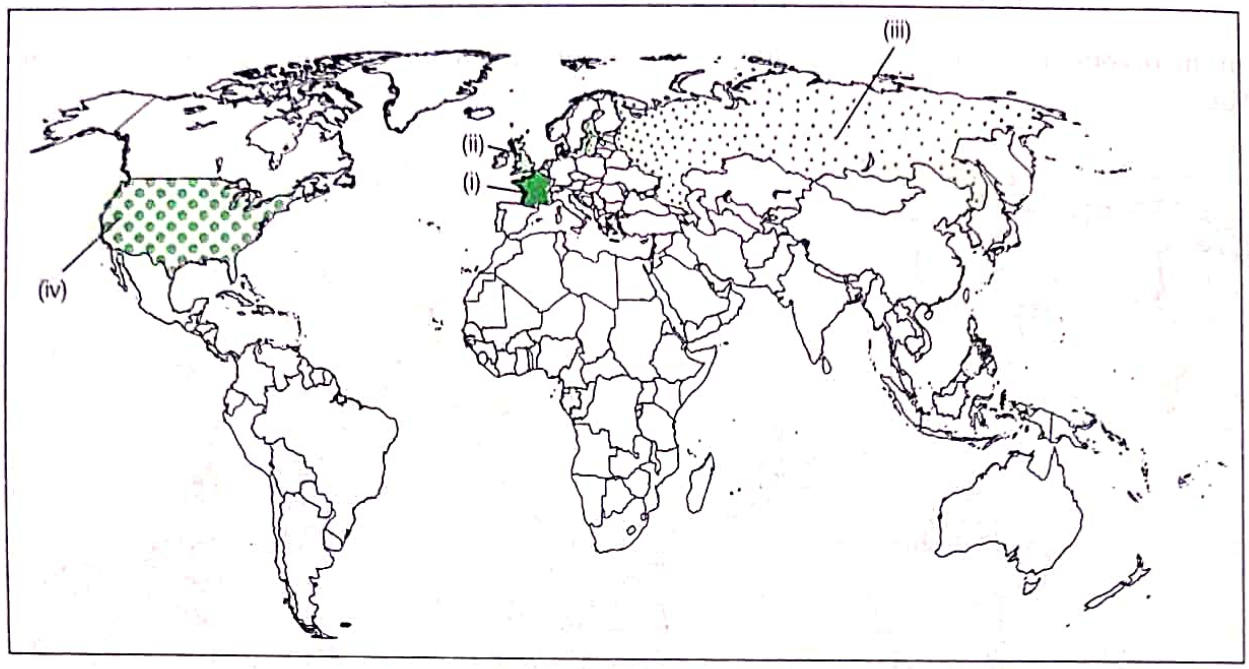
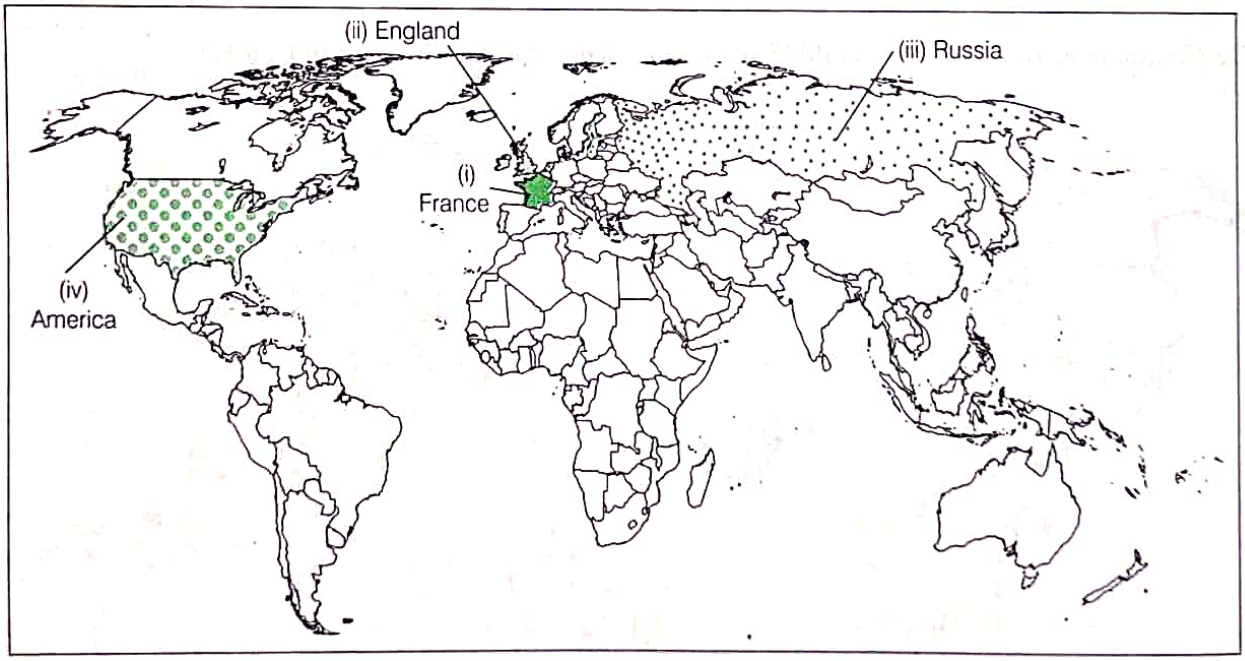
**2** On the given outline map of the world, four features are marked. These are the countries that were Allied Powers in the First World War. Identify them.




*Ans.* *The countries marked on the above map are*

(*i*) France (*ii*) England

(*iii*) Russia (*iv*) America




EXAM PRACTICE

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# Self Assessment

## Objective Type Questions

1. Workers had to construct a radically socialist society where all property was socially controlled. Name the philosopher who had this view.
   (a) Robert Owen (b) Louis Blanc (c) Karl Marx (d) John Locke
2. In which year, the Labour Party was formed in Britain?
   (a) In 1904 (b) In 1905 (c) In 1902 (d) In 1900
3. The most important work of the Bolsheviks during the Civil War is
   (a) nationalisation of industries (b) nationalisation of banks
   (c) five year plans (d) All of these
4. When did the most devastating famines occur in Soviet history?
   (a) 1920-22 (b) 1922-24 (c) 1930-33 (d) 1940-42

## Very Short Answer (VSA) Type Questions

5. The revolution started by the event 'Bloody Sunday' was ..... .
6. **Assertion** (A) From 1929, the Communist Party forced all peasants to cultivate in collective farms and the profit was shared among them.
   **Reason** (R) Enraged peasants resisted the authorities and destroyed their livestock.
   **Codes**
   (a) Both A and R are true and R is the correct explanation of A
   (b) Both A and R are true but R is not the correct explanation of A
   (c) A is true but R is false
   (d) A is false but R is true
7. What is Russian Revolution?

## Short Answer (SA) Type Questions

8. To what extent was Russian participation in the First World War responsible for the Russian Revolution in 1917?
9. Analyse the reasons for Stalin's unpopularity in the Soviet Union.
10. How were socialist parties formed in various parts of the world?

## Long Answer (LA) Type Questions

11. State the main events occurring between the February Revolution in Petrograd and the October Revolution.
12. What changes were brought about by the Bolsheviks to implement their ideology after Lenin took over?
13. What were the effects of the Russian Revolution on the world?

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CHAPTER

# 03

# Nazism and the Rise of Hitler

Nazism was a political ideology which flourished in Germany and influenced world politics. A **genocidal war**[1] started in Germany before the Second World War. It resulted in the mass killing of Europeans in different inhuman ways.

After the Second World War, an International Military Tribunal at Nuremberg was setup to prosecute Nazi war criminals. The tribunal sentenced only eleven Nazi leaders and many others were imprisoned for life. The **Allies**[2] did not want to be as harsh as they were after the First World War.

**Chapter Syllabus**

- Birth of the Weimar Republic
- Hitler's Rise to Power
- The Nazi Worldview
- Youth in Nazi Germany
- Ordinary People and The Crimes Against Humanity

## Birth of the Weimar Republic

Germany was a powerful empire in the early years of the 20th century. It fought the First World War (1914-1918) together with the Austrian empire and against the Allies (England, France and Russia).

At the first stage of war, Germany occupied France and Belgium. Later the Allies were strengthened by the US entry in 1917. They defeated Germany and the Central Powers in November, 1918.

The defeat of **Imperial**[3] Germany and the resigning of the emperor gave an opportunity to parliamentary parties to change German polity.

A National Assembly met at Weimar and established a democratic Constitution with a federal structure. Deputies were elected to the **Reichstag, German Parliament** on the basis of equal and universal votes cast by all adults including women.

1 **Genocidal War** Killing on a large scale leading to destruction of large sections of people.
2 **Allies** A state formally cooperating with another for a military or other purpose.
3 **Imperial** Connected with an empire.

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## Peace Treaty of Versailles

*By signing the Peace Treaty of Versailles, Germany lost*

- its overseas colonies, one-tenth of its population and 13 per cent of its territories.
- 75 per cent of its iron and 26 per cent of its coal to France, Poland, Denmark and Lithuania.
- £ 6 billion as compensation for war.
- Resource-rich **Rhineland** occupied by Allied armies.
- Moreover the Allied powers removed military forces from Germany to weaken its power. They believed that Germany was responsible for the war and damages that Allied powers faced.

## The Effects of the War

*The First World War, both psychologically and financially affected Europe in the following ways*

- Europe became a continent of debtors from creditors.
- The Weimar Republic was forced to pay a huge compensation.
- Socialists, Catholics and Democrats who supported the Weimar Republic were criticised and came to be known as **November criminals** by the conservative nationalists.
- After the First World War, soldiers were placed above civilians and the media glorified their trench life but in reality they lived miserable life in **trenches**[4].
- Aggressive war **propaganda**[5] and, national honour occupied the public attention.
- Support grew for conservative dictatorship.

## Political Radicalism and Economic Crisis

- Political radicalisation was only increased by the economic crisis of 1923.
- This was the time when the Spartacist League began to rise.
- Spartacist League was based on the pattern of the Bolshevik Revolution in Russia.
- The people of Berlin demanded for soviet-style governance.
- The Weimar Republic suppressed the uprising of the Spartacist League with the help of the war organisation called the **Free Corps**.
- The Spartacists later founded the **Communist Party** of Germany.
- Germany had fought the war largely on loans and had to pay war **reparations**[6] in gold. This result in depletion of gold reserves when resources were insufficient.
- When Germany refused to pay in 1923, France occupied Germany's industrial area, the **Ruhr**, which was rich in coal.
- Germany retaliated the economic crisis by printing paper currency. However, excess circulation of printed currency resulted in a sharp fall of the value of the **German mark**[7], due to which prices of goods increased. This crisis came to be known as **hyperinflation** in Germany.
- The Americans introduced the **Dawes Plan** which helped Germany to overcome the crisis. The plan make changes in the terms of reparation to relieve the financial burden on Germans.

## The Years of Depression

There was some economic stability in Germany between 1924 to 1928. In Germany, investment and industrial recovery were totally dependent on the USA. However, this support from USA was withdrawn when the **Wall Street Exchange**[8] crashed in 1929.

Between 1929 and 1932, the national income of the USA fell by half. The effects of this recession in the US economy were felt all over the world. The German economy was severely hit by the economic crisis.

*The main effects of recession on Germany were*

- By 1932, industrial production was reduced to 40 per cent.
- Workers lost their jobs or their wages were reduced.
- The number of unemployed people increased to 6 million.
- On the streets of Germany, men started moving with **placards**[9] around their necks saying, 'Willing to do any work'.
- Unemployed youths played cards or simply sat at street corners, or desperately queued up at the local employment exchange.

4 **Trench** A long deep hole dug in the ground in which soldiers can be protected from enemy attacks.
5 **Propaganda** An information used to promote a political cause or point of view.
6 **Reparations** Money that is paid by a country that has lost a war.
7 **German Mark** Former currency of Germany.
8 **Wall Street Exchange** The name of the world's biggest stock exchange located in USA.
9 **Placards** A printed or handwritten notice or sign for public display.

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- As there were no jobs the youth took to criminal activities and depression became common.
- The economic crisis created deep anxieties and fears in people.
- The savings of the middle classes, especially of salaried employees and pensioners, decreased when the currency lost its value.
- Every member of the society was affected by this economic crisis and was filled with the fear of **proletarianisation**[10].
- Unemployment weakened the power of bargaining of the organised workers.
- Big business was in crisis.
- Peasants were affected by the sharp fall in agricultural prices.
- Women felt depressed as they could not feed up their children properly.

## Unstability of Weimar Republic

- The Weimar Constitution had some internal defects which made it unstable and vulnerable to dictatorship.
- It was impossible to get a majority for one single party due to proportional representation.
- Moreover, Article 48 gave the President the powers to impose emergency, suspend civil rights and rule by decree.
- The Weimar Republic faced 20 different Cabinets in 14 years, each lasting for an average 239 days.
- People lost confidence in the democratic parliamentary system, which did not offer any solutions.

**Check Point 01**

1 What proportion of its territories was lost by Germany under the Peace Treaty of Versailles?
2 Which plan of America helped Germany to overcome the Hyperinflation crisis?
3 When did the Wall Street Exchange crash?
4 The German economy was severely hit by ..... .

## Hitler's Rise to Power

Hitler was born in 1889 in Austria. Socio-economic and political conditions of Germany led to the rise of Hitler.

After Versailles Treaty, Hitler joined the **German Worker's Party** in 1919 which was later renamed as the **National Socialist German Workers' Party.** It was later came to be known as the **Nazi Party.**

In 1923, Hitler planned to seize control of Bavaria, for which he marched to Berlin and captured power.

However, he was arrested, imprisoned for **treason**[11] and later released. As a result of economic crisis in Germany in 1929, Nazi propaganda gave hopes of a better future to the German people.

In 1928, the Nazi Party got only 2.6 per cent votes in the elections to the Reichstag, the German Parliament. But by 1932, it had become the largest party with 37 per cent votes.

### Promises Made by Hitler

Hitler was a powerful speaker. His passionate speeches and promises inspired German people.

*Promises made by Hitler were as follows*

- He promised to build a strong nation, undo the injustice of the Versailles Treaty, restore the dignity of the German people and create opportunities for unemployed people.
- He promised to give employment and a secure future for the youth.
- He promised to remove foreign influences and to resist all foreign conspiracies against Germany.

### Hitler's New Style of Politics

The Red banners with the Swastika, the Nazi salute and the ritualised rounds of applause after every speech were new developments at the time of Hitler.

Nazi propaganda regarded Hitler as a **messiah**[12], a saviour, who had arrived to help German people in a time of economic and political crisis.

## The Destruction of Democracy

On 30th January, 1933, President **Hindenburg** offered the Chancellorship to Hitler. It was the highest position in the Cabinet of ministers after gaining power.

After acquiring the power, Hitler started to destroy the structures of democratic rule. A mysterious fire broke out in the German Parliament in February and it gave an opportunity to Hitler to assume all his powers.

**A Fire Decree** was announced on 28th February, 1933. Under the decree various civic rights which were guaranteed by the Weimar Constitution were suspended like freedom of speech, press and assembly.

10 **Proletarianisation** To become impoverished (very poor) to the level of working class.
11 **Treason** The crime of doing something that could cause danger to your country.
12 **Messiah** A leader who people believe will solve the problems of a country or the world.

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## Elimination of Communists

The communists were the main enemies of Hitler. Most of the communists were sent to newly established **Concentration camps**[13]. The suppression of the communist was severe in Hitler's regime.

### The Enabling Act

- On 3rd March, 1933, the famous Enabling Act was passed, which gave Hitler all powers to sideline Parliament and rule by decree.
- This act established dictatorship in Germany. All political parties and trade unions (except the Nazi Party and its affiliates) were banned.
- The Nazi state established complete control over the economy, media, army and judiciary.
- Apart from the already existing regular police in Green uniform and the SA or the Storm Troopers, the Nazi government introduced Gestapo (the secret state police), the SS (protection squads), criminal police and the Security Service (SD).
- All these newly organised forces had extra-constitutional powers. It made the Nazi state as the most dreaded (fearful) **criminal state.**
- People were detained in Gestapo torture chambers, rounded up and sent to concentration camps, deported at will or arrested without any legal procedures.

## Economic Reconstruction

Hitler gave the responsibility of economic recovery to the economist Hjalmar Schacht who wanted full production and full employment through a state-funded work-creation programme.

As a result, the famous German superhighways and the people's car, the Volkswagen, were made.

### Success in Foreign Policies

*In foreign policy, Hitler acquired quick successes which were*

- Hitler withdrew the League of Nations in 1933 and reoccupied the Rhineland in 1936.
- In 1938, under the slogan, *One people, One empire and One leader*, Austria and Germany were integrated by Hitler.
- In 1938, Hitler seized the German-speaking Sudentenland from Czechoslovakia and then took over the whole country. England supported this act of Hitler as it thought that Versailles Treaty was too harsh for Germany.
- Schacht had advised Hitler against investing hugely in rearmament (process of increasing the amount of weapons) as the state was dependent on deficit financing.

### The Second World War

Hitler chose war to overcome economic crisis, as he thought that resources were to be accumulated through expansion of territory.

In September 1939, Germany invaded Poland and this started a war with France and England.

In September 1940, a Tripartite Pact was signed between Germany, Italy and Japan. It strengthened Hitler's international power.

By the end of 1940, Hitler became very powerful. **Puppet**[14] regimes which supported Hitler was established in a large part of Europe.

Hitler attacked the Soviet Union in June, 1941. It was a historic mistake made by Hitler. The Soviet Red Army defeated Germany at Stalingrad and reached to Berlin. After that the Soviet army established their **hegemony**[15] over the Eastern Europe.

In the beginning of the Second World War, USA was not involved. However, when Japan occupied French Indo-China and planned to attack USA naval bases in the Pacific Ocean, the USA entered the Second World War. Japan supported Hitler and bombed USA base at Pearl Harbour.

The Second World War ended in May 1945 with Hitler's defeat. Japan surrendered in August 1945, after the US dropped atomic bombs on Hiroshima and Nagasaki.

## The Nazi Worldview

Nazi ideology was similar to Hitler's worldview. According to this, there was no equality between people, but only a **racial hierarchy**[16] was present.

In this view, blond, blue-eyed, Nordic German Aryans were at the top, while Jews were located at the lowest rank.

All other coloured people were placed in between depending upon their external features.

13 Concentration Camps A camp where people were isolated and detained without due process of law.
14 Puppet A person or group whose actions are controlled by another.
15 Hegemony Control by one country over other countries.
16 Racial hierarchy People are organised into different level according to their race.

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Hitler's racism was borrowed from the ideas of **Charles Darwin** and **Herbert Spencer.**

Darwin, a natural scientist tried to explain that plants and animals were created through the concept of evolution and natural selection.

Herbert Spencer introduced the idea of 'Survival of the Fittest'. According to this idea, only those species survived on Earth that could adapt themselves to changing climatic conditions.

These ideas were used by the racist thinkers and politicians to justify imperial rule over conquered people.

The Nazi thinkers believed that the strongest race would survive and weak ones would perish.

According to them, the Aryan race was the finest and had to retain its purity, become stronger and dominate the world.

The other aspect of Hitler's ideology was related to the geopolitical concept of *Lebensraum*, or living space.

He believed that new territories had to be acquired for settlement and to increase the area of the mother country.

Hitler intended to extend German boundaries by moving Eastwards, to concentrate all Germans geographically in one place.

## Establishment of the Racial State

Nazis wanted only a society of pure and healthy **Nordic German Aryans**[17]. They alone were considered as 'desirable', while other communities were classified as 'undesirable'.

Jews, Gypsies and Blacks living in Nazi Germany were considered as racial inferiors who threatened the biological purity of the 'superior Aryan' race. They were widely **persecuted**[18].

Even Russians and Poles were tortured by the Nazi government. The captured civilians were being forced to work as slave labour.

In Nazi Germany, Jews were the worst sufferers. Jews had been **stereotyped**[19] as killers of Christ and **usurers**[20]. Jews lived in separately marked areas called **ghettos**[21].

Hitler's hatred of Jews was based on **pseudoscientific**[22] theories of race, which could be satisfied only through their total elimination.

From 1933 to 1938, the Nazis terrorised, **pauperised**[23] and segregated the Jews. From 1939-1945, the Nazis aimed to kill the Jews in gas chambers of Poland.

## The Racial Utopia

The Nazis tried to realise their racial ideal through genocide. They divided the occupied Poland. The most of North-Western Poland was made part of Germany.

Poles were forced to leave their homes and properties, which were then occupied by Germans.

Poles were deported to the other part called the 'General Government'. Members of the Polish intelligentsia were murdered in large numbers in order to keep the entire class of people under their control.

Polish children who looked like Aryans were examined by 'race experts' and if they passed the race tests, they were raised in German families. If they failed in these test, then they were sent to orphanages where most of them were perished.

**Check Point 02**

1 Name the birth place of Hitler
2 Who was the propounder of the theory- 'Survival of the Fittest'?
3 When did the Nazi Party become the largest party in Germany?
4 Which act helped to establish dictatorship in Germany?
5 In ..... Hitler seized the German-Speaking. Sudentenland from Czechoslovakia.

## Youth in Nazi Germany

Hitler believed that a strong Nazi Society could be established by teaching Nazi ideology to the children. A control over the child both inside and outside the school was required.

*For this following measures were adopted*

- All schools were cleansed and purified.
- Children and teachers of Jews and Gypsies were thrown out of schools.

17 **Nordic German Aryans** It is a branch of those who were classified as Aryans. They lived in north European countries.
18 **Persecuted** Systematic and organised punishment of those belonging to a group or religion.
19 **Stereotype** A fixed idea or image that many people have about a particular type of person, but which is not true in reality.
20 **Usurers** Moneylender charging very high rate of interest.
21 **Ghettos** Where people of the same race live, separately from the rest of the population.
22 **Pseudoscientific** False or pretended to be scientific.
23 **Pauperise** The act of making poor.

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- The school textbooks were rewritten. Germans and Jews could not sit and play together.
- Racial science was introduced to justify Nazi ideas of race.
- Stereotypes about Jews were popularised even through maths classes.
- Children were taught to be loyal, submissive, hate Jews and worship Hitler.
- Sports like boxing was introduced to encourage violence and aggression among children. Hitler thought that boxing could make children iron-hearted, strong and masculine.
- Youth organisations were made responsible for educating, German Youth in the 'Spirit of National Socialism.'
- Ten-year-old children had to join **Jungvolk**[24].
- In 1922, the Youth League of the Nazis was founded. After four years, it was renamed as Hitler Youth.
- At 14, all boys had to join the Nazi youth organisation 'Hitler Youth'.
- To control the youth, all other youth organisations were banned.
- After a period of rigorous ideological and physical training, youth had to join the Labour Service at the age of 18. Then they had to serve in the armed forces and enter one of the Nazi organisations.

## The Nazi Cult of Motherhood

In Nazi Germany, young people and even children, were repeatedly told that women were radically different from men.

According to the Nazi ideology, the fight for equal rights for men and women, was quite wrong and it would destroy society.

Boys were taught to be aggressive, masculine and hardworking while girls were told to become good mothers and bring up pure-blooded Aryan children.

Women had to maintain the purity of the race, distance themselves from Jews, look after the home and teach Nazi ideology to their children.

In 1933, Hitler declared that the mother was the most important citizen, but all mothers were not equally treated.

Those mothers who produced racially desirable children were awarded, given favoured treatment in hospitals, concessions in shops, theatres and even in the railways.

Honour crosses were given to encourage women to produce many children. Honour cross of bronze was given for producing four children, silver for producing six children and gold for producing eight or more children.

Women who maintained contacts with Jews, Poles or Russians were punished or imprisoned. Many received jail sentences and lost civic honour for this criminal offence.

## The Art of Propaganda

The Nazi regime used language and the media effectively to describe their activities. They never used the words 'kill' or 'murder' in their official communications, but used **euphemisms**[25].

Mass killings were called *special treatment*, *final solution* (for the Jews), *euthanasia* (for the disabled), *selection* and *disinfection*.

'Evacuation' meant deporting people to gas chambers for killing them. The gas chambers were called 'disinfection-areas'.

### Role of Media in Propaganda

*The role of media in promoting Nazi Propaganda was as follows*

- Media was carefully used to win support for the regime and popularise its worldview. Nazi ideas were spread through visual images, films, radio, posters, catchy slogans and leaflets.
- Socialists and liberals were represented as weak and degenerate and attacked as malicious foreign agents.
- Propaganda films were made to create hatred for Jews. The most infamous film was *The Eternal Jew*.
- In Nazi Germany, Orthodox Jews were **stereotyped** and marked. They were shown with flowing beards, wearing kaftans. However, in reality it was difficult to distinguish the German Jews from other German people.
- Jews were referred to as vermin (insects), rats and pests. Their movements were compared to those of rodents.

24 **Jungvolk** Nazi youth groups for children below 14 years of age.
25 **Euphemisms** An indirect word or expression use for one considered to be too harsh.

## Ordinary People and The Crimes Against Humanity

Many ordinary people genuinely believed that only Nazism could bring prosperity and well-being for them . Some Germans opposed Nazism, but the large majority of Germans had no courage to protest.

Charlotte Beradt in her book **Third Reich of Dreams** described that Jews started believing the Nazi's **stereotypes** about them. The Nazi propaganda haunted the Jews and they were immensely suffered.

## Knowledge about the Holocaust

World became aware about the Nazi atrocity (cruel and violent act) during the last year of its regime. The atrocities and sufferings that Jews had experienced during the Nazi killing operations are called the **Holocaust.**

People know about the Holocaust by the documents preserved by the Jews in many ghettos. The documents included diaries, notebook, created archives (the place where historical documents or records are stored), etc. The Nazi leadership tried to destroy all these evidences when they started losing the war. Today many of the evidences of Holocaust are kept in various Museums of the world.

### Check Point 03

1 Name the author who wrote the '*Third Reich of Dreams*'.
2 Which Nazi Youth Organisation consisted of all German boys of 14 to 18 years of age?
3 What was the name given to gas chambers by Nazis?
4 The most infamous film to create hatred for Jews was ..... .
5 The book 'Third Reich of Dreams' was written by ..... .

## SUMMARY

- After the defeat of Germany in the First World War and the resignation of the emperor, the parliamentary parties met at Weimar and established a Democratic Constitution with a federal structure. This was termed as the **'Weimar Republic'.**
- This government was forced to sign the **Treaty of Versailles** with the Allied powers, whose terms were very harsh and humiliating.
- Germany could not manage the financial crisis and faced hyperinflation in 1923, when prices of goods of daily use increased sharply.
- The years of the **Great Depression** (1929–1932) further damaged the German economy, when production and employment reduced drastically.
- This multiple crisis in the German economy paved the way for **Hitler's** rise to power.
- Hitler promised to build a strong nation, undo the injustice of the Versailles Treaty, restore the dignity of the German people and create opportunities for the unemployed people.
- After acquiring power, Hitler started dismantling democratic rule by
  (i) The **Fire Decree** of 28th February, 1933, which indefinitely suspended civic rights like freedom of speech, press and assembly.
  (ii) The **Enabling Act** of 3rd March, 1933, which gave Hitler all powers to sideline Parliament and rule by decree.
- Hitler's racism was borrowed from the ideas of Charles Darwin and Herbert Spencer. The Nazi thinkers believed that the strongest race would survive and weak ones would perish.
- Hitler started implementing his ideas about creating a 'pure' racial community of Nordic Germans. Jews, Gypsies and Blacks were classified as **'undesirable'** and widely persecuted by various measures.
- Hitler's hatred of Jews made them the worst sufferers in Nazi Germany.
- Hitler believed that a strong Nazi society could be established by teaching Nazi ideology to the children.
- The youth shad to join **Jungvolk** from the age of 10 till they became adults.
- Women's roles in Nazi Germany were limited to being good wives and productive mothers who reared pure-blooded Aryan children. Women who maintained contacts with Jews, Poles or Russian were severely punished.
- The atrocities and sufferings that Jews had experienced during the Nazi killing operations are called the **Holocaust.** The world came to know about this by diaries, notebooks and archives preserved by the camp inhabitants of that period.

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# NCERT FOLDER

## Activity on page 61

**1** Read Sources A and B and answer the questions that follow.

### Source A

'For this earth is not allotted to anyone nor is it presented to anyone as a gift. It is awarded by providence to people who in their hearts have the courage to conquer it, the strength to preserve it and the industry to put it to the plough... The primary right of this world is the right to life, so far as one possesses the strength for this. Hence on the basis of this right, a vigorous nation will always find ways of adapting its territory to its population size'. *Hitler, Secret Book, ed.* Telford Taylor.

### Source B

'In an era when the earth is gradually being divided up among states, some of which embrace almost entire continents, we cannot speak of a world power in connection with a formation whose political mother country is limited to the absurd area of five hundred kilometers'.

*'Hitler, Mein Kampf,* p. 644.

(*a*) What do they tell you about Hitler's imperial ambition?

*Ans.* The two texts tell that Hitler's imperial ambition was to expand the boundaries of Germany till wherever they could possibly reach. He believed that an aggressive nation will find methods to adjust its territory to its population's size. In Source 'B', he was comparing Germany's size to that of Russia and wanted Germany to become a world power of similar size.

(*b*) What do you think Mahatma Gandhi would have said to Hitler about these ideas?

*Ans.* Mahatma Gandhi would have told Hitler to remove the idea of aggression against other nations from his mind, as violence begets violence.

## Activity on page 63

**2** What does citizenship mean to you? Look at Chapters 1 and 3 and write 200 words on how the French Revolution and Nazism defined citizenship.

*Ans.* To me, citizenship means the right to live freely in the country of my birth or the country where I desire to live. The French Revolution defined citizenship in a way which was different from way that Nazism defined it. The French people thought that all men have equal rights, as they are born equal. The rights of a citizen include liberty, security, owning of property and resisting oppression. Also they believed in the freedom of expression, whether verbal or in writing, art etc.

They believed in the rule of law and that no one can be above it. However, the Nazi definition of citizenship was quite different. It was defined with the perspective of racial discrimination against all except the 'pure Aryan' Nordic race. So they said that Jews and other 'undesirable' people would not be considered as citizens of Germany. These people were given very harsh treatment like death in the gas chambers or were banished from Germany.

**3** What did the Nuremberg Laws mean to the 'undesirables' in Nazi Germany? What other legal measures were taken against them to make them feel unwanted?

*Ans.* Basically, the Nuremberg Laws meant that the 'undesirables' had no rights to live along with the other citizens. These included Jews, Gypsies, Blacks and other nationalities like Polish and Russian people.

*These laws, promulgated in 1935, stated*

(*i*) Only persons of German or related-blood would be German citizens, enjoying the protection of the German empire.

(*ii*) Marriages between Germans and the 'undesirables' were forbidden. Extramarital relations between them also became a crime.

*Other legal measures included*

(*i*) Boycott of Jewish businesses.

(*ii*) Expulsion of Jews from government services.

(*iii*) Seizing and forcible selling of the properties of Jews.

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### Activity on page 70

**4** Look at the figures and answer the following

**GERMAN FARMER**
**YOU BELONG TO HITLER!**
**WHY?**
The German farmer stands in between two great dangers today:
The one danger: American economic system - Big Capitalism!
The other is the Marxist economic system of Bolshevism.
Big Capitalism and Bolshevism work hand in hand:
they are born of Jewish thought
and serve the master plan of world Jewery.
Who alone can rescue the farmer from these dangers?
**NATIONAL SOCIALISM.**
From: *a Nazi leaflet, 1932.*

The leaflet shows how the Nazis appealed to the peasants.

A Nazi party poster of the 1920s. It asks workers to vote for Hitler, the frontline soldier.

**What do they tell us about Nazi propaganda? How are the Nazis trying to mobilise different sections of the population?**

*Ans.* The first poster is addressed to the German farmer, while the second one is addressed to the German worker. This tells us that through this kind of propaganda, the Nazis were trying to win the support of the working classes.

The first poster is condemning the capitalists and the Bolsheviks because they are the enemies of Nazism.

The second poster is telling the working class of the Germany to vote for Hitler who has fought on the front line in the First World War. From these two poster we can assume that the Nazis are trying to mobilise different sections of people under their banner. These people include agriculturalists, workers and all pure Germans under the banner of Nazi Party.

### Activity on page 74

**5** Write a one page history of Germany
(*a*) As a school child in Nazi Germany
(*b*) As a Jewish survivor of a concentration camp
(*c*) As a political opponent of the Nazi regime

*Ans.* (*a*) **As a School child in Nazi Germany** I have been conditioned to behave in a particular manner since I was six years old. First I was given a flag to wave, to show my patriotism. I was told that men's and women's roles in life were totally different. We were told that the fight for equal rights of men and women was a thing of the past as it would destroy our society today. We boys were taught to be aggressive, masculine and iron hearted, while the girls were told that they had to become good mothers and rear pure-blooded Aryan children.

The girls had to maintain the purity of the race, distance themselves from Jews, look after the home and teach their children Nazi values. They had to be the bearers of the Aryan culture and race.

I had to take an oath of loyalty to Hitler, proclaiming him as the saviour of the country. I have been told that after finishing school, I will join the Hitler Youth Organisation. This will be followed by military service, which is compulsory.

(*b*) **As a Jewish Survivor of a Concentration Camp** Thanks to the Lord for saving my life. I am happy to have survived three years of torturous life in the concentration camp. Of course, I am now very weak and ill, but I am still alive. So many of my friends, relatives and even family members died before my eyes due to the bad treatment in the camp. They were regularly beaten, left to starve and made to work in very harsh conditions. Many of them were sent to the gas chambers and I was always afraid of my number coming next. Luckily, I have survived to tell this tale.

(*c*) **As a Political Opponent of the Nazi Regime** Since the Nazis have captured power, they are making life hell for all people who do not follow their doctrine. I do not understand what they will gain by trying to conquer other nations. The bombing by the British on our homes has killed many of my relatives and friends. Aggression on other countries will definitely cause war with them and we will also lose men and property in war. The way the Nazis are going about increasing their power, I feel, in the long run, we will lose out, as this war will make all other nations to go against us. I hope, Hitler sees sense and stops this war soon.

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**6** Imagine that you are Helmuth. You have had many Jewish friends in school and do not believe that Jews are bad. Write a paragraph on what you would say to your father.

*Ans.* I would speak to my father like this

"Father, please do not behave badly with the Jews. Earlier, in my school Jewish children studied in my class and Spitz was a close friend of mine. You know him. He used to come to our home many times and both of us played together. That time, you did not say anything.

How has he suddenly become bad? Is it only because his parents are Jews? Now Spitz has been removed from our school and you have not allowed him to come to our home. I think this is not fair for the Jews. You should not join hands with people who are telling bad things about Jews. It is spoiling our lives and we are losing many friends. I hope you will understand what I am say and will do something about it."

## Questions on page 74

**7** Describe the problems faced by the Weimar Republic.

*Ans.* *The problems faced by Weimar Republic were as follows*

(*i*) The Weimar Republic was not treated well by the people because of the terms it was forced to accept the Treaty of Versailles at the end of the First World War. It was a harsh and humiliating treaty. By signing this treaty, the Republic carried the burden of war guilt and was financially being forced to pay compensation. It became very unpopular among Germans.

(*ii*) Supporters of the Weimar Republic, i.e, Socialists, Catholics and Democrats were mockingly called the 'November criminals' because they had accepted the humilating terms of the Versailles Treaty.

(*iii*) The birth of the Weimar Republic coincided with the Russian Revolution. Soviets of workers and sailors were established in many cities. Most people were demanding Soviet-style governance.

(*iv*) In the Weimar Republic, both the communists and socialists became enemies and could not unite against Hitler.

(*v*) The Weimar Republic faced economic crisis. USA withdrew her support when Wall Street Exchange crashed in 1929. Workers lost their jobs and were paid reduced wages. The number of unemployed touched 6 million. This created deep anxieties and fear among people.

**8** Discuss why Nazism became popular in Germany by 1930.

*or* What were the reasons for the rise of Nazism in Germany?

*or* Why did Nazism become popular in Germany by 1930? Explain.

*Ans.* *Nazism became popular in Germany due to the following reasons*

(*i*) The Treaty of Versailles imposed very humiliating terms on Germany and people began to think the Weimar Republic as responsible for that.

(*ii*) There was political instability under the Weimar Republic within its short period, had 20 different Cabinets lasting on an average 239 days.

(*iii*) Germany witnessed a grave economic crisis and Hitler promised the people to restore prosperity and peace.

(*iv*) The communists in Germany tried to stage a revolution on the pattern of the Soviet Revolution of 1917 AD. The German capitalist supported Hitler's Nazi Party as the party was against Socialism.

(*v*) Hitler had a strong personality and mass appeal. He was a powerful speaker. His passion and words inspired people. Hitler devised a new style of politics which inspired the people of Germany.

**9** What are the peculiar features of Nazi thinking?

*or* Describe briefly five inhuman features of Nazi thinking.

*Ans.* *The peculiar features of Nazi thinking were*

(*i*) They believed that the strong should rule the world and the rest should accept their leadership.

(*ii*) They believed in racial hierarchy, where the Nordic German Aryans were at the top and the Jews at the lowest rung.

(*iii*) The Nazis believed that the Jews were their greatest enemies. So, the Jews were tortured and killed.

(*iv*) From a very young age, children were indoctrinated both inside and outside school with the Nazi ideology of nationalism and war.

(*v*) The Nazis believed in the geopolitical concept of *Lebensraum* or living space, i.e. new territories had to be acquired for the German nation.

(*vi*) Women were seen as only bearers of the Aryan culture and race.

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**10** Explain why Nazi propaganda was effective in creating a hatred for Jews.

or How was Nazi propaganda successful in creating hatred for Jews? Explain.

Ans. *Nazi propaganda was successful in creating hatred for the Jews in different ways*

(*i*) Nazis successfully exploited the low position of the Jews in medieval times as there was a traditional Christian hatred against the Jews.

(*ii*) The Jews were affluent, being mainly traders and moneylenders. The economically shattered, unemployed German people easily developed hatred against them.

(*iii*) The Jews lived separately in marked areas called ghettos thus they became easy targets.

(*iv*) The Nazis introduced the hatred theory against the Jews from the very beginning of the child's school life, so that they grew up with this hatred.

(*v*) Nazi ideas were spread through visual images, posters, slogans, leaflets, films etc. This propaganda worked on the minds and emotions of the German people.

**11** Explain what role of women had in Nazi society. Return to Chapter 1 on the French Revolution. Write a paragraph comparing and contrasting the role of women in the two periods.

Ans. Role of women in Nazi society was dominated by the principles of a male-dominated society.

Hitler declared mother as the most important citizen. But this was limited to only Aryan women who produced racially desirable children, otherwise they would be punished.

Girls were taught that they had to became good mothers and maintain the purity of race. They must distance themselves from Jews, look after the home and teach their children Nazi values.

*Differences between the French women and the Nazi women were*

(*i*) In France women took an equal part in social political developments of their country. Many women played important role in the French Revolution. But in Nazi Germany women could not take part in democratic struggle as it was believed that it would destroy society.

(*ii*) In France most of the women had to work for a living along with their men. But in Nazi Germany women were not allowed to work along with men.

(*iii*) Women in France established their own political club and newspaper to express their views. In Nazi Germany, no political clubs or organisations were allowed.

(*iv*) In France both men and women were treated equally. In Nazi Germany women were considered to be the bearers of the Aryan culture and race.

(*v*) In France women could not be forced to marry against their will. They had the rights to choose their partners. But in Germany women had to maintain the purity of race, they were not allowed to mix with the Jews.

**12** In what ways did the Nazi state seek to establish total control over its people?

or State three ways in which Nazi state established total control over its people.

Ans. *The Nazi state established total control over its people in the following ways*

(*i*) All political parties and trade unions were banned except the Nazi Party and its affiliates.

(*ii*) The state established total control over the economy, media, army and judiciary.

(*iii*) Germany became almost a police state. Special surveillance forces, security forces, secret state police (Gestapo) were created to control the society.

(*iv*) The Nazi rule glorified war and chose the path of war as a way out of the economic crisis.

(*v*) Hitler introduced a massive programme of militarisation to enhance the military power of Germany and to restore its international honour and glory.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** The Allied powers consisted of
(a) UK and France (b) USSR and USA
(c) Both (a) and (b) (d) None of these

*Ans.* (c) Both (a) and (b)

**2** Germany, Italy and Japan were jointly known as
(a) allied powers (b) axis powers
(c) centralist powers (d) None of these

*Ans.* (b) axis powers

**3** Goebbels was the ... minister in Hitler's regime.
(a) law (b) defence
(c) propaganda (d) None of these

*Ans.* (c) propaganda

**4** What was/were the promise(s) given by Hitler?
(a) To build a strong nation
(b) Undo the injustice of the Versailles Treaty
(c) Restore the dignity of the German people
(d) All of the above

*Ans.* (d) All of the above

**5** What was the speciality of Nuremberg Rally?
(a) It was held every year
(b) It demonstrated Nazi power
(c) It showed loyalty to Hitler
(d) All of the above

*Ans.* (d) All of the above

**6** Nazi propaganda skilfully projected Hitler as a
(a) messiah (b) saviour
(c) Both (a) and (b) (d) None of these

*Ans.* (c) Both (a) and (b)

**7** Hitler's racism was borrowed from the views of
(a) Charles Darwin (b) Herbert Spencer
(c) John Locke (d) Both (a) and (b)

*Ans.* (d) Both (a) and (b)

**8** Nazis wanted only a society of pure and healthy
(a) Jews (b) Nordic German Aryans
(c) citizens (d) None of these

*Ans.* (b) Nordic German Aryans

**9** Synagogue is the place of worship for people of
(a) Buddhism (b) Jewish faith
(c) Christianity (d) None of these

*Ans.* (b) Jewish faith

**10** Who were regarded as the undesirable children i
Nazi period?
(a) Jews
(b) Physically handicapped
(c) Gypsies
(d) All of the above

*Ans.* (d) All of the above

**11** Under the shadow of the Second World War, Germany had waged
(a) a genocidal war (b) a civil war
(c) a guerilla war (d) None of these

*Ans.* (a) a genocidal war

**12** Find the incorrect option.
(a) In 1920 Hitler joins the German Worker's Party.
(b) In 1922 Nazi Youth League was founded.
(c) In 1933 the Enabling Act was passed
(d) In 1941 Germany attacks USSR.

*Ans.* (a) In 1920 Hitler joins the German Worker's Party.

**13** Find the incorrect option.
(a) Hitler's racism was borrowed from the ideas of Charles Darwin and Herbert Spencer.
(b) Mills idea of 'Survival of the Fittest' was accepted by Hitler.
(c) The Jews were regarded as the arch-enemies of the Aryans.
(d) Hitler believed that new territories had to be acquired for settlement.

*Ans.* (b) Mills idea of 'Survival of the Fittest' was accepted by Hitler.

**14** Which incident made Hitler furious?
(a) German defeat in the First World War
(b) The Versailles Treaty
(c) Great Depression
(d) Both (a) and (b)

*Ans.* (d) Both (a) and (b)

**15** Consider the following statement and point out the right one.
(a) Hitler was against the Versailles Treaty.
(b) Hitler became Chancellor in 1930.
(c) Hitler pulled out of the League of Nations in 1931.
(d) Germany reoccupied Rhineland in 1934.

*Ans.* (a) Hitler was against the Versailles Treaty.

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**16** Consider the following statements and choose the right one.

(a) From 1930 to 1938, the Nazis terrorised, pauperised and segregated the Jews.
(b) Jungvolk is the Nazi Youth Group for children below 14 years of age.
(c) The Soviet Red Army inflicted a crushing and humiliating defeat on Germany at Berlin.
(d) In 1942, a Tripartite Pact was signed between Germany, Italy and Japan.

*Ans.* (b) Jungvolk is the Nazi Youth Group for children below 14 years of age.

**17** Arrange in sequence.

(i) Proclamation of the Weimar Republic
(ii) Germany invaded the USSR
(iii) Treaty of Versailles

(a) i, ii, iii (b) ii, i, iii (c) iii, i, ii (d) ii, iii, i

*Ans.* (a) i, ii, iii

**18** (i) Mass murder of the Jews begins
(ii) Germany invaded Poland
(iii) Soviet troops Liberate Auschwitz

(a) i, ii, iii (b) iii, ii, i
(c) ii, i, iii (d) ii, iii, i

*Ans.* (b) iii, ii, i

**19** (i) The famous Enabling Act was passed
(ii) The Fire decree suspended civic rights
(iii) Hitler was offered the Chancellorship

(a) iii, ii, i (b) i, ii, iii
(c) iii, i, ii (d) ii, i, iii

*Ans.* (a) iii, ii, i

## Match the Following

**20**

| | List I | List II |
|---|---|---|
| A. | Great Depression | 1. 1933 |
| B. | Hitler became Chancellor | 2. 1922 |
| C | Nazi Youth League founded | 3. 1929-32 |

**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 1 | 2 | 3 |
| (b) | 3 | 1 | 2 |
| (c) | 2 | 1 | 3 |
| (d) | 3 | 2 | 1 |

*Ans.* (b)

**21**

| | List I | List II |
|---|---|---|
| A. | A German Parliament | 1. Jungvolk |
| B. | Nazi Youth Groups for Children | 2. Wall street |
| C. | Biggest Stock Exchange | 3. Reichstag |

**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 1 | 2 | 3 |
| (b) | 2 | 1 | 3 |
| (c) | 3 | 1 | 2 |
| (d) | 1 | 3 | 2 |

*Ans.* (c)

**22**

| | List I | List II |
|---|---|---|
| A. | Lebensraum | 1. Killing on large scale to destruct |
| B. | Genocidal | 2. Become impoverished like working class |
| C. | Proletarianism | 3. Living space |

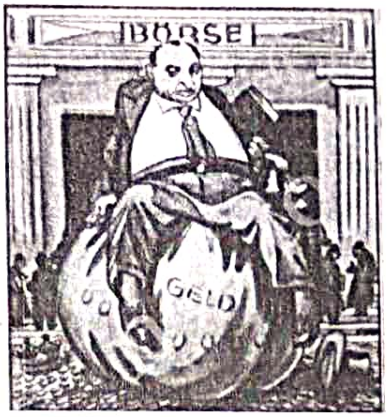
**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 3 | 1 | 2 |
| (b) | 1 | 2 | 3 |
| (c) | 2 | 1 | 3 |
| (d) | 2 | 3 | 1 |

*Ans.* (a)

## Picture Based Questions

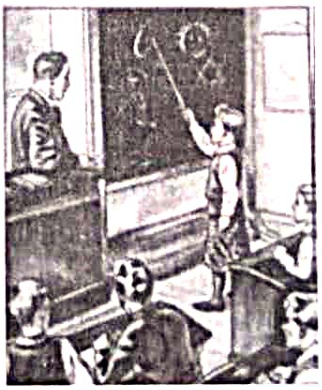
**23** What does the picture suggest?




(a) Money is the God of Jews.
(b) To earn money Jews commit the greatest crime.
(c) Jews do not rest, until he becomes the king of money.
(d) All of the above

*Ans.* (d) All of the above

**24** What do we know from this picture?



(a) Classroom in Germany depicts a lesson on racial Anti-Semitism.
(b) Classroom in Germany suggests the proper teaching process of German students.
(c) The student explains the numerical numbers.
(d) None of the above

*Ans.* (a) Classroom in Germany depicts a lesson on racial Anti-Semitism.

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**25** Write about the incident took place in this cartoon.

(a) Jewish students are expelled from school.
(b) Jewish teacher and students are expelled from school
(c) Racism is introduced in Nazi school.
(d) Jewish teacher and Jewish people are expelled from school under the jeers of German classmates.

*Ans.* (d) Jewish teacher and Jewish people are expelled from school under the jeers of German classmates.

**26** What does this picture depict?

(a) Unemployed youth taking rest.
(b) Unemployed persons sleeping on the line.
(c) Unemployed person sleeping on the line. during the Great Depression.
(d) None of the above

*Ans.* (c) Unemployed person sleeping on the line during the Great Depression.

## Fill in the Blanks

**27** Reichstag is the other name for ..... .

*Ans.* German Parliament

**28** The birth of the Weimar Republic coincided with the revolutionary uprising of the ..... on the pattern at the Bolshevik Revolution in Russia.

*Ans.* Spartacist League

**29** The Communist Party of Germany was founded by..... .

*Ans.* Spartacists

## Correct and Rewrite

**30** Hitler was born in 1880.

*Ans.* Hitler was born in 1889.

**31** In 1928 the Nazi Party became the largest party in Germany.

*Ans.* In 1932 the Nazi Party became the largest party in Germany.

**32** The Blue banners with the Swastika, the Nazi salute and the ritualised rounds of applause after the speeches were all common in Nazi meetings.

*Ans.* The Red banners with the Swastika, the Nazi salute and the rounds of applause after the speeches were all common in Nazi meetings.

**33** Between 1930 and 1935, the National income of the USA fell by half.

*Ans.* Between 1929 and 1932, the National Income of the USA fell by half.

**34** The famous Enabling Act established dictatorship in Eastern Europe.

*Ans.* The famous Enabling Act established dictatorship in Germany.

**35** In January 1942 Soviet troops liberate Auschwitz.

*Ans.* In January 1945, Soviet troops liberate Auschwitz.

**36** The Gypsies had been stereotyped as the killers of Christ and Usurers.

*Ans.* The Jews had been stereotyped as the killers of Christ and Usurers.

## Assertion/Reason

**37** **Assertion** (A) Japan bombed the US naval base at Pearl Harbour.

**Reason** (R) The US entered the Second World War.

**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true bu,t R is not the correct explanation of A
(c) A is true but, R is false
(d) A is false but, R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

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**38** **Assertion** (A) Nazi ideology was synonymous with Hitler's world view.
**Reason** (R) Hitler was inspired by the writings of Charles Darwin and Herbert Spencer.
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true but, R is not the correct explanation of A
(c) A is true but, R is false
(d) A is false but, R is true

*Ans.* (b) Both A and R are true but, R is not the correct explanation of A.

**39** **Assertion** (A) The German economy was the worst hit by the economic crisis.
**Reason** (R) By 1930, industrial production was reduced to 60 per cent of 1929 level.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true but, R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (c) A is true, but R is false

## Very Short Answer Questions

**40** Who was the propaganda minister of Hitler?

*Ans.* Joseph Goebbels was a German politician and Minister of Propaganda in Nazi Germany from 1933 to 1945.

**41** What was the work entrusted to the International War Tribunal set-up in Nuremberg after the war?

*Ans.* It was set up to prosecute Nazi war criminals for crimes against peace and humanity.

**42** How were the deputies of the Reichstag appointed?

*Ans.* The deputies of the Reichstag were elected on the basis of Universal Adult Franchise.

**43** Who were mockingly called 'November criminals'?

*Ans.* Those who supported the Weimar Republic, mainly Socialists, Catholics and Democrats, were mockingly called the 'November criminals'.

**44** What was the symbol of Nazi Party?

*Ans.* The red banners with Swastika became the symbol of Nazi Party.

**45** When was Hitler offered Chancellorship of Germany and by whom?

*Ans.* On 30th January, 1933, President Hindenburg offered the Chancellorship, the highest position in the Cabinet of ministers, to Hitler.

**46** Which was the most feared security force of the Nazi state?

*Ans.* The Gestapo (secret state police) was the most feared security force of the Nazi state.

**47** Which move of Hitler is said to be a historical blunder?

*Ans.* Hitler attacking the Soviet Union in June, 1941 is said to be a historic blunder.

**48** What does the term 'Genocidal War' refer to?

*Ans.* The term 'Genocidal War' refers to the mass murder of selected groups of innocent civilians in Europe by Germany during the Second World War.

**49** Which factors enabled the recast of Germany's political system after the First World War?

*Ans.* The factors which enabled the recast of German policy after the First World War were the defeat of Germany in the war and the abdication of the German emperor.

**50** Name the author of the book *'Third Reich of Dreams'*.

*Ans.* Charlotte Beradt is the author of the book, *'Third Reich of Dreams'*.

EXAM PRACTICE

## Short Answer (SA) Type Questions

**1** State the verdict of the Nuremberg Tribunal. Why did the Allies avoid harsh punishment on Germany?

*Ans.* The Nuremberg Tribunal against Germany verdicted only eleven leading Nazis to death, others were imprisoned for life. This punishment of Nazis was less as compared to the brutality and crimes they had committed against the humanity. Nazis murdered a number of groups, like Jews, Gypsies, Polish, Undesirable Germans, etc. Millions of people were killed by the Nazis in various killing centres of Auschwitz.

The Allies did not want to be as harsh on Germany. Because they realised that the rise of Hitler and Nazi Germany was the result of the humiliation, Germany faced after the First World War.

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**2** Who were called as the 'November criminals'? Why were they targeted?

*Ans.* Socialists, Catholics and Democrats who supported the Weimar Republic were called as 'November Criminals' as the Weimar Republic was started on November.

The First World War and the Peace Treaty at Versailles had a great effect on Germany. Many Germans believed that the Weimar Republic was responsible for that which was established on November 9, 1918.

The Weimar Republic carried the burden of war guilt and national humiliation. It was forced to pay the war compensation which shattered the economy of Germany.

The supporters of Weimar Republic known as November Criminals were targeted by the conservative militant nationalists of Germany as the militant nationalist wanted a radical solution of the problem of Germany, which was not easily possible. The nationalists criticised them and made them responsible for the loss and national humiliation of Germany.

**3** Explain the impact of the First World War on European society and polity.

*or* State any three effects of the First World War over Europe.

*or* First World War left deep imprint on European society and polity. Support the statement with three examples.

*or* Describe the effect of First World War on European society.

*Ans.* *The effects or impacts of first world war were as follows*

(*i*) In society, soldiers were ranked higher than civilians. Trench life of the soldiers was glorified by the media.

(*ii*) Politicians laid great stress on the need for men to be aggressive and masculine.

(*iii*) Aggressive war propaganda and national honour occupied centre stage in the public sphere.

(*iv*) People's support grew for the recently established dictatorships.

(*v*) Democracy as a young and fragile idea could not survive in Europe between the two World Wars.

**4** Explain the impact on Germany because of her refusal to pay war compensation in 1923.

*Ans.* *Impacts of refusal to pay war compensation in 1923 on Germany were*

(*i*) France occupied its leading industrial area, Ruhr, which was rich in coal.

(*ii*) Germany retaliated with passive resistance and printed paper currency recklessly. With too much printed money in circulation, the value of the German mark fell drastically, causing the prices of goods to soar.

Eventually, the Americans helped Germany to recover from the crisis by reworking the terms of reparation to ease the financial burden on Germans.

**5** What was the impact of the Great Depression on the US?

*Ans.* *The impact of the Great Depression on US were*

- Values of shares dropped drastically and the national income of the USA fell by half.
- Hundreds of American banks, factories, mining companies and business firms went bankrupt.
- There was large scale unemployment, poverty and starvation in the country.
- The effects of this recession in the US economy were felt worldwide.

**6** What were the promises made by Hitler to people of Germany?

*or* State any three promises made by Adolf Hitler to the German society.

*Ans.* *Hitler made the following promises*

(*i*) He promised to build Germany into a strong nation.

(*ii*) He promised to undo the injustice and humiliation caused by the Treaty of Versailles and restore the dignity of the German people.

(*iii*) He promised employment for those looking for work.

(*iv*) He promised to secure the future of the youth.

(*v*) He promised to remove all foreign influence and resist all foreign conspiracies against Germany.

**7** When was the Enabling Act passed in Germany? How did this act establish dictatorship of Hitler in Germany?

*Ans.* On 3rd March, 1933, the famous Enabling Act was passed. *This Act established dictatorship in Germany in the following ways*

- It gave Hitler all powers to sideline Parliament and rule by decree.
- All political parties and trade unions were banned in Germany, except the Nazi Party and its affiliates.
- The new state machinery under Hitler established complete control over the Economy, Media, Army and Judiciary.
- Exclusive surveillance and security forces like the SS, SD, Gestapo and criminal police were created to control and mould society in the way that the Nazis wanted.

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**8** Explain any four points of Hitler's foreign policy. What did Schacht advise to Hitler?

or Describe any three important points of Hitler's foreign policy.

or Describe Hitler's foreign policy before the Second World War.

*Ans.* In foreign policy, Adolf Hitler took quick and successful steps.

*These were*

(*i*) He pulled Germany out of the League of Nations in 1933.

(*ii*) Germany reoccupied the Rhineland in 1936.

(*iii*) He integrated Austria and Germany in 1938 under the slogan *One people, One empire and One leader.*

(*iv*) He then captured German-speaking Sudentenland from Czechoslovakia and later the entire country.

Schacht advised Hitler not to invest heavily on rearmament because the German state was still running on deficit financing.

**9** Explain the impact of Hitler's attack on Soviet Union in June 1941.

*Ans.* Hittler wanted to achieve his long-term aim of conquering Eastern Europe. He also wanted to ensure food supplies and living space for Germans. Thus, he attacked Soviet Union in June 1941.

This attack is regarded as a historical blunder of Germany. In this attack, Hitler exposed the German Western front to the British aerial bombing and Eastern front to the powerful Soviet Red Army.

The Soviet Red Army defeated Germany at Stalingrad badly. After this the Soviet Red Army retreated German soldiers and they reached Berlin. Then Soviet Russia established its hegemony over the entire Eastern Europe for half a century.

**10** What were the main features of Hitler's geopolitical concept of Lebensraum? Give three features.

*Ans.* *The main features of Hitler's geopolitical concept of Lebensraum or living space were*

(*i*) He believed that new territories had to be acquired for settlement.

(*ii*) The settlers in new lands would be able to maintain intimate links with the place of their origin.

(*iii*) The new settlements would enhance the material resources and power of the German nations. By capturing Poland, Hitler put his new ideas into practice.

**11** List the communities which were classified as undesirable in Nazi Germany.

or Mention the communities termed as 'desirable' and 'undesirable' by the Nazis.

*Ans.* *The communities which were classified as undesirable were*

(*i*) The Jews, Gypsies and Blacks.

(*ii*) Mentally or physically unfit persons.

(*iii*) Poles and Russians.

The only community which was considered 'desirable' was pure and healthy Nordic Aryans who were considered superior to other races.

**12** How were the Jews the worst sufferers in the Nazi government?

*Ans.* *The Jews were considered the worst sufferers in Nazi Germany for the following reasons*

(*i*) The Nazi stereotyped the Jews as killers of Christ and Usurers.

(*ii*) In Nazi Germany, Jews lived in separately marked areas called ghettos. They were often persecuted through periodic organised violence and expulsion from the land.

(*iii*) From 1933 to 1938, the Nazis terrorised, pauperised and segregated the Jews, compelling them to leave Germany.

(*iv*) Hitler believed that 'the Jewish problem' could be solved only through total elimination. As a result, they were killed on a mass scale in gas chambers.

**13** Explain any three points to prove that Nazi rule was barbarous.

*Ans.* *The following points prove that Nazi rule was barbarous*

(*i*) In Nazi Germany, only Nordic German Aryans were considered 'desirable'. Jews, Gypsies, Blacks, Russians and Polish people were brutally killed in gas chambers.

(*ii*) The Jews and Communists were tortured in concentration camps. Even 'undesirable children' were segregated and taken to the gas chambers.

(*iii*) Special surveillance and security forces were created to control and carry out atrocities against the selected group of innocent people. Extra-constitutional powers were given to these forces, which made the Nazi state as the most dreaded criminal state.

**14** Explain the new education policy introduced by Hitler in Germany.

*Ans.* Hitler believed that Nazi society could be established only by teaching children Nazi ideology. Thus, he introduced a new education policy in Germany.

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*Its main components were*

(*i*) Jew teachers were dismissed from the schools.

(*ii*) Children were segregated - Germans and Jews could not sit together or play together.

(*iii*) Undesirable children viz. Jews, the physically handicapped and Gypsies were thrown out of school.

(*iv*) School textbooks were rewritten.

(*v*) Racial science was introduced to justify Nazi ideas of race.

(*vi*) Stereotypes about Jews were popularised even through maths classes.

(*vii*) Children were taught to be loyal and submissive, hate Jews and worship Hitler.

(*viii*) Sports like boxing, which could make children iron-hearted, strong and masculine were introduced in schools.

**15** Evaluate the use of media by the Nazis to popularise their ideology in Germany.

*or* How was language and media used by Nazi regime to popularise their ideology?

*Ans.* The Nazi regime used language and media with care to win support for the regime and popularise its worldviews.

*The following points state the use of media by the Nazis are*

(*i*) Nazi ideas were spread through visual images, films, radio, posters, catchy slogans and leaflets.

(*ii*) In posters, enemies of Germany were stereotyped, mocked and abused.

(*iii*) Socialists and liberals were represented as weak and degenerate. They were criticised as malicious foreign agents.

(*iv*) Propaganda films were produced to create hatred for Jews.

(*v*) Orthodox Jews were stereotyped and marked, being shown with flowing beards and wearing kaftans. They were referred to as vermin, rats and pests.

(*vi*) Through media, Nazism worked on the minds of the people and turned their hatred at those marked as 'undesirable' by them.

**16** How did the common people react to Nazism?

*Ans.* *The common people react to Nazism in the following ways*

(*i*) Many people saw the world through Nazi eyes. They felt hatred and anger when they saw someone looked like a Jew. They marked the houses of Jews and reported about their suspicious neighbours.

(*ii*) Common men believed that Nazism would bring happiness and prosperity for them.

(*iii*) The large majority of Germans were passive onlookers, as they were scared to act or protest against Nazism. Many Germans organised active resistance to Nazism, braving police repression and death.

**17** Examine any three inherent defects in the Weimar Constitution.

*or* Explain the inherent defects of the Weimar Constitution that made the republic unstable and vulnerable to dictatorship.

*or* State any three factors which made the Weimar Republic politically fragile.

*or* State three reasons of opposition to Weimar Republic by its own people.

*or* "Politically the Weimar was a fragile Republic." Explain this statement.

*Ans.* *The Weimar Constitution had following three inherent defects*

(*i*) It was based on proportional representation, which made achieving a majority by one party virtually impossible. Only coalition governments ruled.

(*ii*) Existence of Article 48 in the Constitution, which gave the President the power to impose emergency, suspend civil rights and rule by decree.

(*iii*) Due to 20 different coalition governments being formed in 14 years, people lost confidence in the Democratic Parliamentary system, as it offered no solutions to their problems.

Thus, it can be concluded that politically the Weimar was a fragile republic.

**18** Nazis used chilling words as an art of propaganda. Justify.

*Ans.* The Nazis used chilling words as an art of their propaganda. They used deceptive (misleading) language with great effect. They never used the words 'kill' or 'murder' in their official communications.

The term 'special treatment', 'final solution' (for the Jews), 'euthanasia' (for the disabled), 'selection' and 'disinfection' were used. Gas chambers were labelled as 'disinfection area'.

'Evacuation meant departing people to gas chambers. These Nazi ideas were spread through visual images, films, radio, posters, catchy slogans and leaflets.

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**19** Read the following sources and answer the questions that follow.

**Source A Nazi Ideology for Children**

Hitler was fanatically interested in the youth of the country. He felt that a strong Nazi society could be established only by teaching children Nazi ideology. This required a control over the child both inside and outside school.

What happened in schools under Nazism? All schools were 'cleansed' and 'purified'. This meant that teachers who were Jews or seen as 'politically unreliable' were dismissed. Children were first segregated: Germans and Jews could not sit together or play together. Subsequently, 'undesirable children' - Jews, the physically handicapped, Gypsies - were thrown out of schools. And finally in the 1940s, they were taken to the gas chambers.

(i) Strong Nazi society could be established by the purification of schools explain.

**Source B Schools in Nazi Regime**

'Good German' children were subjected to a process of Nazi schooling, a prolonged period of ideological training. School textbooks were rewritten. Racial science was introduced to justify Nazi ideas of race. Stereotypes about Jews were popularised even through maths classes. Children were taught to be loyal and submissive, hate Jews, and worship Hitler. Even the function of sports was to nurture a spirit of violence and aggression among children. Hitler believed that boxing could make children iron hearted, strong and masculine.

(ii) Give two causes which helped to make 'Good German' children in Nazi society.

**Source C Nazi Youth Organisation**

Youth organisations were made responsible for education, German youth in 'the spirit of National Socialism'. Ten-year-olds had to enter Jungvolk. At 14, all boys had to join the Nazi Youth Organisation-Hitler Youth-where they learnt to worship war, glorify aggression and violence, condemn democracy and hate Jews, communists, Gypsies and all those categorised as 'undesirable'. After a period of rigorous ideological and physical training they joined the Labour Service, usually at the age of 18. Then they had to serve in the armed forces and enter one of the Nazi organisations.

The Youth League of the Nazis was founded in 1922. Four years later it was renamed Hitler Youth to unify the youth movement under Nazi control, all other youth organisations were systematically dissolved and finally banned.

(iii) Elucidate the difference between Jungvolk and Hitler Youth.

*Ans.* (*i*) Hitler believed that strong Nazi society could be established by the purification of school. By eliminating politically unreliable teachers and undefinable children, i.e. Jews, schools could be purified then it would be possible to teach the children Nazi ideology.

(*ii*) In Nazi society, schools taught children to be loyal and submissive. School text books contained Nazi ideas of race. These two factors helped the children to be Good German children.

(*iii*) At the age of 10 years boys in Nazi society had to join in Jungvolk and recognised with Nazi ideology. After 4 years, they had to join the organisation named Hitler Youth where they got rigorous physical and ideological training.

## Long Answer (LA) Type Questions

**1** What were the effects of the Great Economic Depression of 1929–1932 on Germany?

*or* Describe the impact of the Economic Depression on Germany.

*or* Describe the impact of the Great Economic Depression (1929–1932) on various sections of society in Germany.

*Ans.* The German economy was the worst hit by the economic crisis caused by the Great Economic Depression (1929–1932) in the USA.

*The following points state the impact/effect of Great Economic Depression in Germany*

(*i*) By 1932, industrial production was reduced to 40 per cent.

(*ii*) The number of unemployed was 6 million. People with 'willing to do any work' placards could be seen on the streets. Unemployment reached nearly 30 per cent in 1932. Unemployed youth were sometimes involved in criminal activities.

(*iii*) The economic crisis created deep anxieties and fear in people.

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As businesses got ruined, small businessmen, self-employed and retailers were filled with the fear of being reduced to the ranks of workers or unemployed. Big businessmen were also in crisis.

(*iv*) The middle classes like salaried employees and pensioners found their savings wiped out due to the currency losing its value.

(*v*) The large mass of peasantry was affected by a sharp fall in agricultural prices.

(*vi*) Women, unable to feed their children properly, were filled with a sense of despair.

**2** Explain any five measures adopted by Hitler to establish dictatorship in Germany.

*Ans.* On 30th January, 1933, Hitler became the Chancellor of Germany.

*The five measures adopted by Hitler to establish dictatorship in Germany were*

(*i*) Under his rule, the Fire Decree of 28th February, 1933 was passed, which indefinitely suspended civic rights like freedom of speech, press and assembly.

(*ii*) The Communists were sent to the newly established concentration camps.

(*iii*) The Socialists, Democrats and Catholics also were arrested and killed.

(*iv*) On 3rd March, 1933, the famous Enabling Act was passed. This Act established dictatorship in Germany. It gave Hitler all powers to control over the economy, media, army and judiciary.

(*v*) All political parties and trade unions were banned. He controlled media, army and judiciary.

**3** Describe the impact of Nazism on domestic and foreign policy of Germany.

*Ans.* *Nazism impacted domestic policies of Germany as follows*

(*i*) Hitler indefinitely suspended civic rights like freedom of speech, press and assembly.

(*ii*) He sidelined Parliament and ruled by decree.

(*iii*) All political parties and trade unions were banned except for the Nazi Party and its affiliates.

(*iv*) The state established complete control over the economy, media, army and judiciary.

(*v*) Special security forces like Gestapo were created to control the citizens.

*Nazism had great impact on Germany's foreign policy. The changes due to this were*

(*i*) Germany pulled out of the League of Nations in 1933.

(*ii*) Germany reoccupied the Rhineland (1936) and integrated Austria and Germany (1938) under the slogan, *One people, One empire* and *One leader.*

(*iii*) Hitler occupied the Sudentenland province of Czechoslovakia and later took over the entire country.

**4** State any five measures taken by the Nazis to create a pure German racial state.

or Explain the Nazi idea of a racial state.

or Mention five steps adopted by the Nazis to establish a racial state.

*Ans.* *The five steps adopted by the Nazis to establish a racial state were*

(*i*) Nazi ideology stated that the Nordic German Aryans were at the top and the Jews were located at the lowest rung of society.

(*ii*) The Jews, Gypsies and Blacks were regarded as racially impure and 'undesirable' and they were widely persecuted.

(*iii*) Under the Euthanasia programme, many Germans who were considered mentally or physically unfit, were sentenced to death.

(*iv*) Russians and Poles were considered as subhuman and captured civilians from Russia and Poland were forced to work as slave labour.

(*v*) From 1933 to 1938, the Nazis terrorised, pauperised and segregated the Jews, compelling them to leave Germany. From 1939 to 1945, a large number of them were killed in gas chambers in Poland.

**5** Explain the meaning of Holocaust. How was it practised in Germany?

*Ans.* The atrocities and sufferings that the Jews had endured during the Nazi killing operations is known as the 'Holocaust' or 'destruction or slaughter on a mass scale'. *It was practised in Germany by the Nazis, using the following methods*

(*i*) Physically eliminating all those who were seen as 'undesirable' (Jews, Gypsies, Blacks and other 'racially impure' people) by killing them in gas chambers by the use of poisonous gas.

(*ii*) Making people from Poland and Russia as slave labour and imprisoned them in concentration camps.

(*iii*) Jews were segregated (including Jewish children in school) and pauperised, forcing many of them to leave the country.

(*iv*) Jews were victimised through the media by circulating pictures, films, slogans and leaflets. They were stereotyped, mocked, abused and described as evil.

(*v*) Jews were referred to as vermin, rats and pests. Their movements were compared to those of rodents.

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**6** Describe briefly the crimes against humanity carried out by the Nazis.

*Ans.* *Crimes against humanity carried out by Nazis included the following*

(*i*) They suspended civic rights like freedom of speech, press and assembly.

(*ii*) Concentration camps were established to torture communists.

(*iii*) Hitler banned all political parties and trade unions except the Nazi Party and its affiliates.

(*iv*) Special surveillance and security forces were created to control and order society in ways that the Nazis wanted. People could now be detained in Gestapo torture camps.

(*v*) The Jews, Gypsies and Blacks were classified as 'undesirables' and they were widely persecuted.

(*vi*) Germany occupied Czechoslovakia and Poland. Captured civilians were forced to serve as slave labour.

(*vii*) Jew teachers and 'politically unreliable' teachers were dismissed from the schools. Jews, physically handicapped and Gypsies were considered as 'undesirable children' and were considered as thrown out of school.

(*viii*) Aryan women who deviated from the prescribed code of conduct were publicly condemned and punished.

**7** Describe the reaction of the masses against Nazi barbarity.

*Ans.* *The reaction of the masses against Nazi barbarity were*

(*i*) Many organised active resistance against Nazi barbarity. They protested against police repression and even braved death in this resistance.

(*ii*) The large majority of Germans, however, were passive onlookers and apathetic witnesses. They were too scared to act, to differ or to protest. They preferred to look away.

(*iii*) Some historians observe that on the Jewish side, there was practically no resistance. In her book 'Third Reich of Dreams', Charlotte Beradt described that how Jews themselves began believing in the Nazi stereotypes about them. The stereotypical images publicised in the Nazi press haunted them.

(*iv*) There was also some armed resistance from the Jews like the Warsaw Ghetto Uprising of Spring 1943, Vilna Ghetto uprising etc.

**8** Describe the effects of the Treaty of Versailles on Germany.

*or* Discuss any three major clauses of the 'Treaty of Versailles'.

*or* The Treaty of Versailles sowed the seeds of the Second World War. Justify.

*or* "The Treaty of Versailles was humiliating on the Germans"—give three examples in support of this statement.

*or* Describe any five effects of the First World War on Germany.

*or* Explain any three effects of the First World War on Germany.

*Ans.* *The effects of the First World War and Treaty of Versailles on Germany were*

(*i*) Financially, Germany suffered because the new Weimar Republic was made to pay compensation to the Allies for the war amounting to £6 billion.

(*ii*) Germany lost its overseas colonies, as they were annexed and distributed among the Allied Powers.

(*iii*) Germany was demilitarised to weaken its power.

(*iv*) Germany lost a tenth of its population, 13 per cent of its territories, 75 per cent of its iron and 26 per cent of its coal to France, Poland, Denmark and Lithuania.

(*v*) The Allied armies occupied the resource-rich Rhineland for much of the 1920s.

All these measures humiliated the Germans. To take revenge, Hitler annexed power in Germany and waged war against the Allies, thus sowing the seeds of the Second World War.

**9** Describe any three circumstances because of which Hitler came to power.

*or* Discuss the factors contributing to the meteoric rise of Hitler.

*Ans.* *The factors contributing to the rise of Hitler were*

(*i*) Hitler was a powerful orator. His speech could mesmerise the masses.

(*ii*) He promised to build a strong nation, undo the injustice of the Versailles Treaty and restore the dignity of the German people.

(*iii*) He assured employment for unemployed people and a secure future for the youth.

(*iv*) He promised to control all foreign influence and resist foreign conspiracies against Germany.

(*v*) He introduced a new style of politics. The Nazi Party held massive rallies and public meetings to demonstrate the support for Hitler and this massive mobilisation created a sense of unity among the German people.

(*vi*) Nazi propaganda skillfully projected Hitler as a *messiah*, a saviour and as someone who had arrived to save people from their distress.

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(vii) Hitler came during such a period when the dignity and pride of German people were totally shattered due to the defeat in First World War followed by the humiliating Treaty of Versailles. The crisis in the economy, polity and society formed the background of Hitler's rise to power.

**10** How were the idears of Darwin and Herbert Spencer adopted by Hitler or Nazis?

Ans. *Hitler's ideas of racism borrowed from thinkers like Charles Darwin and Herbert Spencer were*

(i) Darwin was a natural scientist and Spencer was a biologist. Both of them tried to explain the creation of plants and animals through the concept of evolution and natural selection.

(ii) Spencer later added the idea of survival of the fittest. According to this idea, only those species survived on Earth that could adopt themselves to changing Climatic conditions.

(iii) These ideas were used racist thinkers and politicians to justify imperial rule over conquered people.

(iv) The Nazi argument to accept this was the strongest race would survive and the weak ones would perish. The Aryan race was the finest. It had to retain its purity, become stronger to dominate the world.

**11** Hitler considered men and women two different worlds. Explain.

or How were women perceived in Nazi Germany? Explain

Ans. According to Nazi ideology women were radically different from men. Hitler believed that the fight for equal rights for men and women was wrong, as it would destroy the society.

*His belief was implemented in the following measures*

(i) While boys were taught to be aggressive, masculine and iron-hearted, girls were told to become good mothers and rear pure-blooded Aryan children.

(ii) Girls had to maintain the purity of the race, distance themselves from Jews, look after the home and teach their children Nazi values.

(iii) Women who bore racially undesirable children were punished and those who produced racially desirable children were awarded.

(iv) The women who maintained contact with the Jews, Poles or Russians were severely punished.

(v) Boys on the other hand, learnt to worship war, glorify aggression and violence, condemn democracy and hate Jews and Communists. At the age of 18, they had to serve in the armed forces and enter one of the Nazi organisations.

**12** Read the following passage and answer the questions that follow.

The years between 1924 and 1928 saw some stability. Yet this was built on sand. German investments and industrial recovery were totally dependent on short-term loans, largely from the USA. This support was withdrawn when the Wall Street Exchange crashed in 1929. Fearing a fall in prices, people made frantic efforts to sell their shares. On one single day, 24 October, 13 million shares were sold. This was the start of the Great Economic Depression. Over the next three years, between 1929 and 1932, the national income of the USA fell by half. Factories were shut down, exports fell, farmers were badly hit and speculators withdrew their money from the market.

The effects of this recession in the US economy were felt worldwide. The German economy was the worst hit by the economic crisis. By 1932, industrial production was reduced to 40 per cent of the 1929 level. Workers lost their jobs or were paid reduced wages. The number of unemployed touched an unprecedented 6 million.

On the streets of Germany you could see men with playcards around their necks saying, 'Willing to do any work'. Unemployed youths played cards or simply sat at street corners or desperately queued up at the local employment exchange. As jobs disappeared, the youth took to criminal activities and total despair became commonplace.

(i) Given reason for the economic stability between 1924 and 1928 in Germany.

(ii) Suggest one example which is regarded as an indicator that Great Economic Depression has started.

(iii) Youth took to criminal activities in Germany explain the reason behind it.

Ans. (i) The economic stability between 1924 and 1928 in Germany was due to short-term loans given by the USA to boost up the economy of Germany mainly investment and industrial sector.

(ii) After the Wall Street Exchange crashed, on 24th October, 1929, on one day 13 million shares were sold. This was the beginning of Great Economic Depression.

(iii) The German economy suffered due to the Great Economic Depression in USA. Industrial production was reduced, workers lost their jobs. As getting jobs became very difficult, youth forced to involve in criminal activities for their livelihood.

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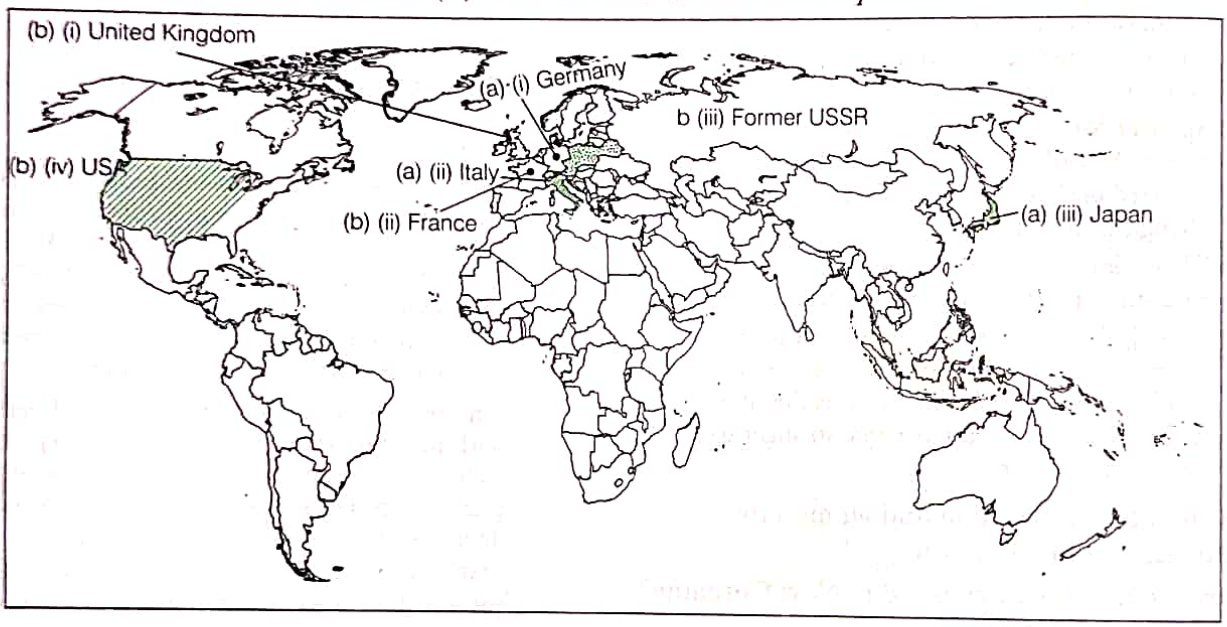
## Map Based Questions

**1** (a) On an outline map of world, locate and label the countries that were Axis Powers in Second World War.

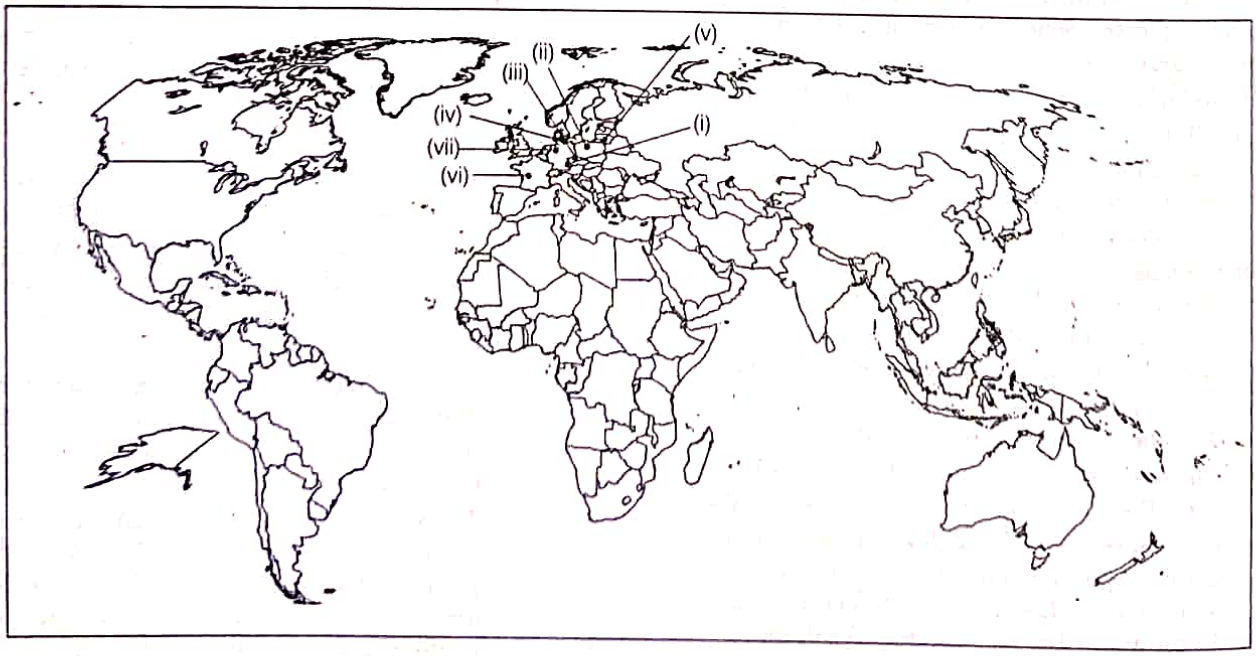
(b) On an outline map of the world locate and label countries that any two were Allied powers in Second World War.

*Ans.* (a) The countries that were Axis Powers in the Second World War were (a) (i) Germany, (ii) Italy and (iii) Japan.

(b) The two countries that were Allied powers in Second World War are (b) (i) United Kingdom, (ii) France, (iii) Former USSR and (iv) USA *These are marked on the map below*




**2.** On the given outline map of the world, identify the territories under German expansion (Nazi power).

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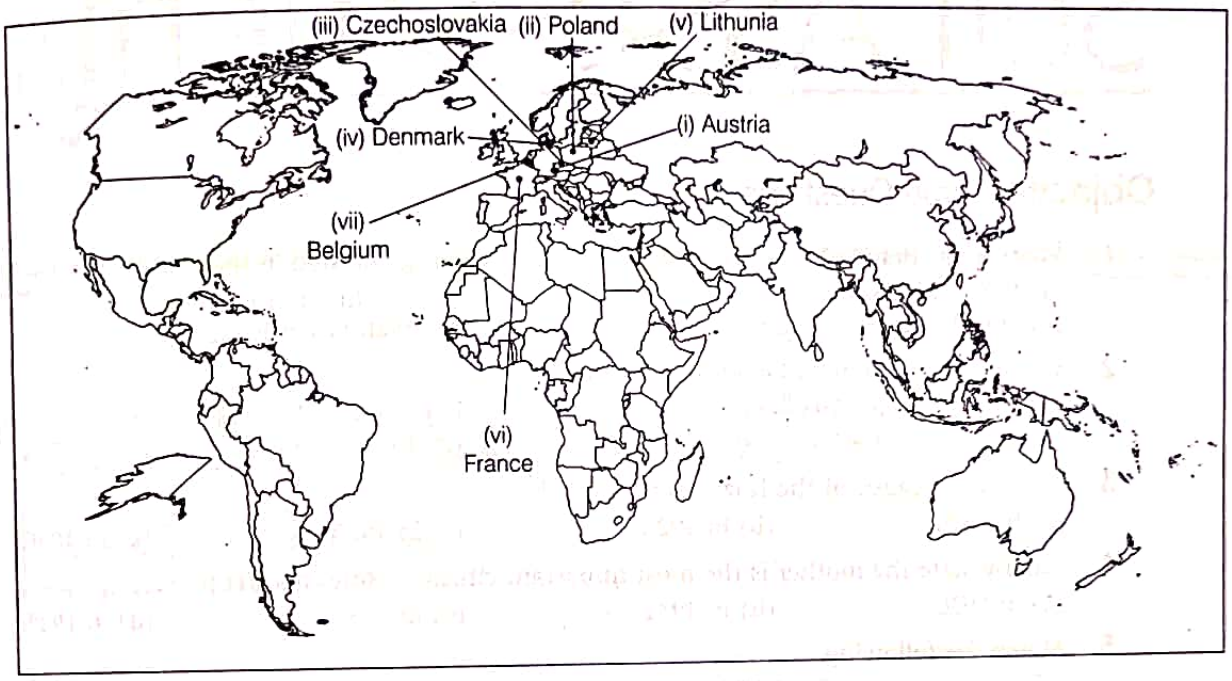
Ans.



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# Self Assessment

## Objective Type Questions

1. What is the name of the world's biggest stock exchange located in the USA?
   (a) New York Exchange (b) Washington Exchange
   (c) Lincoln Street Exchange (d) Wall Street Exchange

2. When was the famous Enabling Act passed?
   (a) 30th February, 1930 (b) 3rd March, 1933
   (c) 5th April, 1934 (d) None of these

3. The Youth League of the Nazis was founded ..... .
   (a) in 1920 (b) in 1922 (c) in 1925 (d) in 1930

4. "In my state the mother is the most important citizen", Hitler declare it ..... .
   (a) in 1930 (b) in 1932 (c) in 1933 (d) in 1935

5. Match the following.

| List I | List II |
|---|---|
| A. Hitler was born | 1. 1939 |
| B. Treaty of Versailles | 2. 1933 |
| C. France occupies Rurh | 3. 1923 |

**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 3 | 1 | 2 |
| (c) | 2 | 3 | 1 |

| | A | B | C |
|---|---|---|---|
| (b) | 2 | 1 | 3 |
| (d) | 1 | 2 | 3 |

6. Who were the Nordic German Aryans?
7. Under which slogan Austria and Germany were integrated by Hitler in 1938?

## Short Answer (SA) Type Questions

8. Compare and contrast the ideas of citizenship which existed in Nazi Germany with those of the French Revolution.
9. Erna Kranz, a German teenage girl during the 1930s, was happy during Hitler's rule. Can you say what reasons prompted her to be happy?
10. Explain by giving three reasons why Nazi propaganda isolated Jews from the rest of the Germans.

## Long Answer (LA) Type Questions

11. Describe the condition of the Polish people under Nazism.
12. Explain the steps taken by the Nazis to teach Nazi ideology to German children.
13. Explain the reactions of the common people to Nazism in Germany. Giving suitable reasons.

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CHAPTER

# 04

# Forest Society and Colonialism

Forests play a major role in enhancing the quality of environment. Forests provide us natural resources of economic and medicinal values. We get woods, tendu leaf, gum, honey, coffee, tea, rubber, different types of herbs, etc from forests. Due to growing population and rapid industrialisation, world's forest areas are disappearing at fast rate.

Between 1700 to 1995, during the period of industrialisation, 13.9 million sq km of forests or 9.3% of the world's total area was cleared for industrial uses, cultivation, pastures and fuel wood.

**Chapter Syllabus**

- Why Deforestation?
- The Rise of Commercial Forestry
- Rebellion in the Forest
- Forest Transformations in Java

## Deforestation

The disappearance of forests is referred to as deforestation. The process of deforestation began many centuries ago in India. Under colonial rule, it became more systematic and extensive. *Causes of deforestation in India are given below*

## Land for Cultivation

- One-sixth of India's landmass was under cultivation in 1960. As the population increased with time, the need for food increased. Thus, peasants increased the cultivation by clearing forests.
- In the process of commercialisation of agriculture during colonial period, peasants were forced to expand cultivation area to cultivate commercial crops like jute, sugar, wheat and cotton.
- As a result, forests disappeared to a great extent and cultivation area rose by 6.7 million hectares between 1880 and 1920.

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## Timber Supply for Royal Navy

- In 19th century, there was need for strong and durable timber supply for the Royal Navy ships in England.
- To maintain the timber supply for Royal Navy, search parties were sent to explore the forest resources of India.
- Many trees in India were cut within a decade and huge quantity of timber was exported to England.

## Sleepers on the Tracks

- From 1860s, the railway network expanded rapidly.
- Wood was needed as a fuel to run rail engines (locomotives) and wooden **sleepers**[1] were required to hold the track together.
- To fulfil these needs of railway forests were cut at large scale.

## Plantations

- Large areas of natural forests were cleared to set up tea, coffee and rubber plantation to meet Europe's growing need for these commodities.
- The Colonial Government took over the forests and gave vast areas to European planters at cheap rates.
- The planters enclosed these areas, cleared forests and planted it with tea and coffee.

# The Rise of Commercial Forestry

When the forests were being destroyed rapidly, the British Government appointed a German expert, **Dietrich Brandis** as the first Inspector-General of Forests in India.

Brandis realised that a proper system was needed for the conservation of forests. Rules had to be framed to prevent felling of trees and restriction for grazing so that forests could be preserved for timber production.

### Scientific Forestry

The first forest research institute, **Imperial Forest Research Institute** (now Forest Research Institute) was set up at Dehradun in 1906. The institute taught the system of Scientific Forestry.

In scientific forestry, natural forests which had lots of different types of trees were cut down and in their place, one type of new trees was planted in straight rows. This is known as plantation.

*For example*, cultivation of poplar trees which are good for timber, grown in Tuscany, Italy is considered as the model of Scientific Forestry.

## Indian Forest Act, 1865

- Dietrich Brandis set up **the Indian Forest Service** in 1864 and helped to formulate the **Indian Forest Act of 1865.**
- Under the Forest Act, forest officials surveyed the forests and planned how much of the plantation area was to be cut every year and replanted again.
- The Forest Act of 1865, was amended twice, once in 1878 and then in 1927.
- The **Indian Forest Act, 1878**[2], divided forest into three categories, *viz* reserved, protected and village forests. The best forests were called **Reserved Forests**[3].

## Effect of Forest Act on Lives of People

After the implementation of the Forest Act, forest people and villagers experienced extreme hardships.

*The lives of people were effected in the following ways*

- Most of the traditional activities of forest communities like cutting wood for homes, collection of fuel wood, grazing the cattles, collecting fruits and roots, hunting and fishing, all were made illegal by the Act.
- People were forced to steal wood from forests. Forest guards started to take bribes from local people if they were caught while stealing wood from forest. They also harass people by demanding free food.

### Use of Forest for People

- Villagers wanted forests to satisfy their different needs like, fuel, fodder, leaves.
- Foresters wanted trees which were suitable for building ships or railways. Thus, particular species like *teak* and *sal* were planted and others were cut.
- People use roots, leaves, fruits, tubers, flowers of different trees and plants for foods.
- Woods and leaves are mainly used for fuels. Wood is also used for agricultural implements, like yokes and ploughs, bamboo in used for making fences, baskets and umbrellas.
- Dried scooped-out gourd is used as musical instrument and portable water bottle.
- Leaves can be stitched together to make disposable plates and cups.

1 **Sleepers** Wooden planks laid across railway tracks.

2 **Indian Forest Act, 1878** The British began extending their control over forests in India after passing the Forest Act of 1865 and 1878. This was driven by the increasing demand of timber for the railway track and hence the growing significance of forests as a source of revenue.

3 **Reserved Forests** These were the forests which produced commercially valuable timber. No pastoralist was allowed access to these forests.

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- The *siadi* creeper can be used to make ropes.
- The thorny bark of the semur (silk-cotton) tree is used to grind vegetables.
- Oil for cooking and to light lamps can be extracted from the fruit of mahua (*Madhuca indica*) tree. Flowers of mahua can be eaten or used to make alcohol.

### Drying Tendu Leaves

The sale of tendu leaves is a major source of income for a large section of people living in forests. Each bundle contains approximately 50 leaves. If a person works hard, he can collect 100 bundles in a day. Mainly women, children and oldmen are involved in this collection.

## Effect of Forest Rules on Cultivation

The major impact of forest laws was the ban on **shifting cultivation** or swidden agriculture.

The shifting cultivation has many local names, like

- *lading* in South East Asia,
- *milpa* in Central America
- *chitemene* or *tavy* in Africa
- *chena* in Sri Lanka.

In India also it has many local names like, *dhya, penda, bewar, nevad, jhum, podu, khandad, kumri,* etc.

In shifting cultivation, parts of the forest are cut and burnt in rotation. Seeds are sown in ashes after the first monsoon rain and the crops are harvested by October-November.

Such plots are cultivated for a couple of years and then left fallow for 12 to 18 years for the forest to grow back. A mixture of crops is grown on these plots.

European foresters regarded the practice of Shifting Cultivation as harmful for the forests. When a forest was burnt, there was a danger of spreading flames and burning valuable timbers.

Shifting cultivation made it more difficult for the government to calculate taxes. Therefore, British Government banned Shifting Cultivation.

As a result, some communities were forcibly displaced from their homes. Some of them had to change their occupations, while some revolted against the law.

### Taungya Cultivation

This system was adopted by the farmers in Burma. In this method, men made holes in the soil using long bamboo poles with iron tips. The women sowed paddy in each holes.

## Prohibition on Hunting after Forest Act

Before the forest laws, many people who lived in or near forests had survived by hunting small animals. This was prohibited by the new forest law.

The Forest law deprived the forest dwellers of their customary rights to hunt. Those who were caught hunting were punished. This illegal hunting was termed as **poaching**[4] by colonisers.

The Britishers believed that by killing dangerous animals, they would civilise India. As a result under colonial rule, the scale of hunting increased largely and as a result many animals became almost extinct.

The Britishers gave rewards for the killings of tigers, wolves and other large animals so that there would be no threat to cultivators.

Initially, certain areas of forests were reserved for hunting. Later, environmentalists and conservators begin to argue that all these species of animals needed to be protected and not killed.

## New Trades, New Employments and New Services

Due to control of forest department on forests, some people suffered in many ways but some people benefitted from the new opportunities that had opened up in trade. This happened not only in India but in the whole world.

*For example*, due to growing demand of rubber, Mundurucu people of Brazilian Amazon began to collect **latex**[5] from wild rubber trees for supplying to traders.

In India, trade in forest product was a regular practice from medieval period. Adivasi communities traded elephants, hides (skin), horns, silk cocoons, ivory, bamboo, spices, fibres, grasses, gums and resins.

After the arrival of Britishers, the trade for forest products was completely regulated. British government gave sole right to large European trading firms to trade in forest products of particular areas.

In this process, many pastoralist and nomadic communities of Madras Presidency like the *Korava, Karacha* and *Yerukula* lost their livelihoods. Some of them began to be called **Criminal Tribes** and were forced to work in factories, mines and plantations under government supervision.

4 **Poaching** Illegal hunting or capturing of wild animals.
5 **Latex** A milky fluid found in many plants.

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New opportunities in trade of forest products did not improve the life of the forest people.

*The effects were*

- Forest communities like *Santhals*, *Oraons* (Jharkhand) and *Gonds* (Chhattisgarh) were recruited to work on tea plantations in Assam.
- Their wages were low and working conditions were very bad.
- They could not return easily to their home villages from where they had been recruited.

**Check Point 01**

1 Which decade witnessed rapid expansion of the railways network in India?

2 Which trees were promoted for building ships or railways by the colonial government?

3 In which country Taungya cultivation system was adopted by the farmers?

4 In Central America, shifting cultivation is known as ..... .

5 Santhals, oraons are forest communities from ..... and Gonds are forest community from ..... .

# Rebellion in the Forest

In many parts of India and the world, forest communities rebelled against the charges imposed on them.

In India, Siddhu and Kanu of Santhal Paraganas, Birsa Munda of Chhotanagpur, Alluri Sitarama Raju of Andhra Pradesh revolted against the new forest policy.

# The People of Bastar

Bastar is located in the Southernmost part of Chhattisgarh and borders of Andhra Pradesh, Odisha and Maharashtra.

The central part of Bastar is on a plateau. Chhattisgarh plain is in its North and Godavari Plain is in its South. The river Indrawati flows East to West across Bastar.

A number of different communities like ***Maria*** *and* ***Muria Gonds***, ***Dhurwas***, ***Bhatras*** *and* ***Halbas***, live in Bastar. The people of Bastar speak different languages, but share common customs and beliefs.

The people believe that each village is given its land by the Earth and they make some offerings to the Earth at each agricultural festival. Further, they show respect to the spirits of river, forest and mountain.

The local people control all the natural resources within their boundary. If people from a particular village want to take some wood from another village, they pay a small fee called *devsari*, *dand* or *man* in exchange.

# The Fears of the People

In 1905, the proposal of the Colonial Government to reserve two-third of the forest and stop shifting cultivation, hunting and collection of forest produce caused tension among the people of Bastar.

Some villages were allowed to stay in the reserved forests on the condition that their people worked free for the forest department in cutting and transporting trees and protecting the forest from fires. These villages came to be known as **forest villages**[6].

This caused large scale displacement and suffering of the people. Two famine, one in 1899-1900 and another in 1907-1908 further worsened the condition of people.

The initiative to discuss these issues was taken by the Dhurwas of the Kanger forest, from where reservation of the forest took place.

**Gunda Dhur** from village Nethanar led the movement. In 1910, messages like mango boughs, a lump of earth, chillies and arrows were circulated to invite villagers to rebel against the British.

## Revolt by People of Bastar

The people of Bastar organised themselves and revolted against the British. *The events happened during and after the revolt were*

- People of Bastar attacked and looted houses, traders, police stations, schools, etc which were associated with the colonial state and its oppressive laws. The grain was redistributed.
- The British sent troops to suppress the rebellion.
- The Adivasi leaders tried to negotiate but the Britishers entered the villages and punished the villagers who took part in the rebellion. As a result, people fled into the forests.
- The British troops controlled the revolt after three months but not able to capture Gunda Dhur.
- After the revolt, work on reservation was temporarily suspended.
- The area to be reserved was reduced to roughly half of that planned before 1910.

6 **Forest Village** A village that is allowed to stay in the reserved forest on the condition that its people will work free for the Forest Department in cutting and transporting trees and protecting the forest from fire.

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After independence, the same practice of keeping people out of the forests and reserving them for industrial use continued.

In the 1970s, the World Bank proposed that 4600 hectares of natural sal forest should be replaced by tropical pine to provide pulp for the paper industry. But after the protests by local environmentalists the project was stopped.

## Forest Transformations in Java

There were many similarities in the laws for forest control in India and Indonesia. Java is a **famous rice producing island of Indonesia**. In past years, it was mostly covered with teak forests.

The colonial power in Indonesia were the Dutch and they wanted timber from Java to build ships.

There were many villages in fertile plain. Moreover, many communities lived in the mountains and practised Shifting Cultivation.

## The Woodcutters of Java

The **Kalangs** of Java were a community of skilled forest cutters and shifting cultivators. Without their expertise, it would have been difficult to harvest teak and for the kings to build their palaces.

When the Dutch began to gain control over the forests in the 18th century, they tried to make the Kalangs work under them.

In 1770, the Kalangs resisted by attacking a Dutch fort at Joana, but their uprising was suppressed.

## Dutch Scientific Forestry

In the 19th century, the Dutch enacted forest laws in Java, restricting villagers' access to forests. This law permitted use of forest wood only for specified purposes from specific forests under close supervision.

Villagers were punished for grazing cattle, transporting wood without a permit or travelling on forest roads with horse carts or cattle.

In 1882, 280,000 sleepers were exported from Java. However, all this required labour to cut the trees, transport the logs and prepare the sleepers.

The Dutch imposed rents on land being cultivated in the forest.

Then it exempted some villages from these rents if the villages worked collectively to provide free labour and buffaloes for cutting and transporting timber. This was known as the **Blandongdiensten System**[7].

Later, instead of rent exemption, forest villagers were given small wages, and their right to cultivate forest land was restricted.

## Samin's Challenge

Around 1890, **Surontiko Samin** of Randublatung village (a teak forest village) started a movement against the state ownership of the forest.

He argued that state could not own forest as it had not created the wind, water, earth and wood. By 1907, 3000 families were following his ideas.

Some of the Saminists protested by lying down on their land when the Dutch came to survey it, while others refused to pay taxes, fines or perform labour.

## War and Deforestation

The First and Second World War had a devastating effect on the forests of India and other colonies.

In India, at this time, the Forest Department was cutting trees freely to meet British war needs.

Before Japanese dominance, in Java, the Dutch followed a **Scorched Earth Policy**. By following this policy, Dutch destroyed sawmills and burned huge piles of giant teak logs, so that the Japanese could not utilise them.

Due to this, the Japanese exploited the forests recklessly for their own interests. Many villagers used this opportunity to expand cultivation in the forest.

After the war, it became difficult for the Indonesian forest Service to get this land back. This situation was same as that of India, where people's need for agricultural land conflicted with the forest department's desire to control the land, and exclude people from it.

## New Developments in Forestry

Since the 1980s, governments across Asia and Africa found that scientific forestry and the policy of keeping forest communities away from forests has resulted in many conflicts.

7 **Blandongdiensten System** This system was introduced by the Dutch in Java under which some villages were exempted from the taxes in terms of free labour and animals for cutting and transporting timber from forests.

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*The new developments in forestry were*

- Conservation of forests became more important than collecting timber.
- The government recognised that to conserve forest, the people who live near the forests must be involved.
- In India, villagers protected the dense forests as they considered these as **sacred groves**[8], known as *sarnas, devarakudu, kan, rai*, etc.
- Some villagers started guarding their own forests, instead of depending on the forest guards.
- Local forest communities and environmentalists started thinking of different forms of forest management.

## Check Point 02

1 Name the forest which the Dhurwas were associated with.
2 ..... is a famous rice producing island of Indonesia.
3 Who headed the Saminist Movement?
4 In which year the Kalangs resisted by attacking a Dutch fort at Joana?
5 Surontiko Samin started a movement against the ..... .

## TimeLine

| Year/Period | Important Events |
|---|---|
| 1755 | The Mataram kingdom of Java split into two kingdoms. |
| 1770 | The Kalangas rose in rebellion against the Dutch but were suppressed. |
| Early 19th century | Colonial powers started exploiting forest as they considered it to be unproductive. |
| 1860s | Rapid expansion of railway network. |
| 1864 | British appointed Inspector-General Dietrich Brandis set up Indian Forest Service. |
| 1865 | Enactment of Indian Forest Act. |
| 1878 | Indian Forest Act divided forest into three categories, reserved, protected and village forest. |
| 1890 | Surontiko Samin of Randublatung village questioned state ownership of forest. |
| 1899-1900 | First terrible famine |
| 1906 | Imperial Forest Research Institute was set up. |
| 1907-1908 | Second terrible famine. |
| 1980s | Government across Asia and Africa recognised importance of scientific forestry and conservation through participation of communities. |

# SUMMARY

- In India, deforestation started many centuries ago, but it became more systematic and extensive during the British period.
- In the colonial period, cultivation increased for the production of commercial crops and also to feed the increased population.
- To maintain the timber supply for Royal Navy, lots of trees in India were cut and exported to England. Woods were also needed for the expansion of railways.
- The colonial government took over the forests and gave vast areas to European planters at cheap rates.
- British Government appointed German expert **Dietrich Brandis** as the first inspector general of forest to manage forest resources. In 1864, Indian Forest Service was set up by Dietrich Brandis and Indian Forest Act was passed in 1865.
- **The Indian Forest Act, 1878**, divided forest into three categories *viz*, reserved, protected and village forests.
- Due to Forest Act enacted by British Government, people were deprived of their customary practices like cutting wood, grazing, hunting, shifting cultivation.
- The Britishers rewarded for the killing of tiger, wolves, etc. The scale of hunting increased and many animals became extinct at that time.
- In India, Adivasi Communities like the Banjaras were trading the different forest products and animals. But, the Britishers started to control the trade completely. Due to this many nomadic communities lost their livelihoods.
- The British Government even recognised some tribes as **criminal tribes.**
- In many parts of India forest communities rebelled against the changes imposed on them.
- In Bastar under the leadership of Gunda Dhur started revolt against the British.
- The British controlled the revolt but forced to reduce the area to be reserved to roughly half of that planned before 1910.
- Java is a famous rice producing island of Indonesia.
- In the 19th century, the Dutch colonisers introduced forest laws in Java and restricted villagers' access to forests.
- The Dutch introduced **Blandongdiensten System**, where they first imposed rents on land and later exempted some villages from rents if they provided free labour and buffaloes.
- In Java, the Dutch followed a **Scorched Earth Policy** and destroyed saw mills and huge pile of giant teak logs so that Japanese could not utilise them.
- Scientific forestry is widely followed by governments across Asia and Africa since 1980s. They have also realised the importance of involving forest communities in conservation efforts.

8 **Sacred Groves** Sacred groves are a small group of trees that have some religious importance to a particular culture.

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## Intext Questions

### Activity *On Page 81*

**1** Each mile of railway track required between 1760 and 2000 sleepers. If one average sized tree yields 3 to 5 sleepers for a 3 metre wide broad gauge track, calculate approximately how many trees would have to be cut to lay one mile of track.

*Ans.* Average number of sleepers required per mile

$$= \frac{1760 + 2000}{2} = 1880 \text{ sleepers}$$

Average number of sleepers obtained from one tree = 4

Therefore, approximate number of trees to be cut

$$= \frac{1880}{4} = 470 \text{ trees}$$

### Activity *On Page 83*

**2** If you were in the Government of India in 1862, responsible for supplying the railways with sleepers and fuel on such a large scale, what were the steps you would have taken?

*Ans.* *If I were in Government of India in 1862 and responsible for supplying the railway with sleepers and fuel, I would have taken the following steps*

(*i*) In areas where trees are cut for making sleepers, plant similar nature of trees to those that are cut, so that the forest cover is maintained.

(*ii*) Try to increase coal mining and supply this to the railways as fuel instead of wood for running the steam engines.

(*iii*) Limit the cutting of trees by the natives of the forest to only what they personally require and not allow them to trade in wood.

(*iv*) Prevent poachers from entering the forests to cut wood illegally.

## Exercises

### Activities

**1** Have there been changes in forest areas where you live? Find out what these changes are and why they have happened.

*Ans.* There have been a number of changes in forest areas around my locality.

*These are as follows*

(*i*) Entry to forest areas is restricted and the Forest Department has posted guards to check any illegal entry.

(*ii*) Although, the number of trees in the forest has increased, but reduction of rainfall in recent years has stunted the growth of trees.

(*iii*) The Adivasi villagers living inside the forest areas are gradually leaving their traditional occupations and migrating to the towns for education and jobs.

(*iv*) A number of wild animals like tigers and elephants are sometimes seen on the edges of the forest, but they do not venture out for fear of being killed by human beings. Earlier the tigers used to come into the nearby villages and take away animals and small children at night.

(*v*) The smuggling of ivory and skin of tiger has been almost controlled.

### Questions

**1** Discuss how the changes in forest management in the colonial period affected the following groups of people.

(*a*) Shifting Cultivators

(*b*) Nomadic and Pastoralist Communities

(*c*) Firms trading in timber/forest Produce

(*d*) Plantation Owners

(*e*) Kings/British officials engaged in Shikar (hunting)

*Ans.* *Effects of changes in forest management in colonial period are*

(*a*) **Shifting Cultivators**

European foresters regarded shifting cultivation as harmful for the forests. The government banned shifting cultivation.

Shifting cultivators were forcibly displaced many communities from their homes in the forests. Some had to change occupations, while some resisted through large and small rebellions.

(*b*) **Nomadic and Pastoralist Communities**

The forest laws deprived people of their customary rights and that meant severe hardship for the Nomadic and Pastoralist communities.

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They could not cut wood for their houses, could not graze their cattle or collect fruits and roots. Hunting and fishing became illegal.

Many Pastoralist and Nomadic communities like the Korava, Karacha and Yerukula of the Madras Presidency lost their livelihoods.

Some of the Nomadic communities began to be called 'Criminal Tribes' and were forced to work instead in factories, mines and plantations under government supervision. They were also recruited to work in plantations. Their wages were low and conditions of work were very bad.

**(c) Firms Trading in Timber/Forest Produce**

By the early 19th century, oak forests in England were disappearing. This created a problem of timber supply for the Royal Navy. By the 1820s, search parties were sent to explore the forest resources in India. Trees were felled on a massive scale and large quantities of timber were being exported from India. The Colonial Government took over the forests and gave vast areas to European planters at cheap rates.

The British Government gave many large European trading firms the sole right to trade in the forest products of particular areas. The government gave contracts to contractors, who cut trees indiscriminately and made huge profits.

**(d) Plantation Owners**

Large areas of natural forests were also cleared to make way for tea, coffee and rubber plantations to meet Europe's growing need for these commodities.

The Colonial Government took over the forests and gave vast areas to European planters at cheap rates. These areas were enclosed and cleared of forests and planted with tea or coffee. Communities like Santhals and Oraons from Jharkhand and Gonds from Chhattisgarh were recruited to work on tea plantation in Assam. Their wages were low and conditions of work were very bad. The plantation owners, under the protection and rights given by the British Government, made huge profits.

**(e) Kings/British Officials Engaged in Shikar or Hunting**

Under colonial rule, the scale of hunting increased to such an extent that various species became almost extinct. The British saw large animals as signs of a wild, primitive and savage society. They believed that by killing dangerous animals, the British would civilise India.

The British gave rewards for the killing of tigers, wolves and other large animals on the grounds that they posed a threat to cultivators.

The Maharaja of Sarguja alone shot–1157 tigers and 2000 leopards upto 1957. A British Administrator George Yule killed 400 tigers.

Over 80000 tigers, 150000 leopards and 200000 wolves were killed for reward between 1875 and 1925. Initially, certain areas of the forests were reserved for hunting.

**Note** *In the examination, this question will not be asked completely, only its one or two sub-parts will be asked.*

**2 What were the similarities between colonial management of the forests in Bastar and Java?**

***Ans.*** Forest management of Bastar in India was in the hands of the British and in Java, it was in the hands of the Dutch.

*The* similarities *between these two are as follows*

(*i*) The Dutch, like the British, wanted timber to build ships and to make sleepers for railway tracks.

(*ii*) Both the British and the Dutch enacted forest laws to control the forests and put restrictions on the customary rights of the local people. They were prevented from entering the forests, they could not graze cattle or cut wood or take forest produce without permission.

(*iii*) The British and the Dutch introduced scientific forestry. Both the governments banned shifting cultivation.

(*iv*) Some villagers in Bastar were allowed to stay in the forests on the condition that their people would provide free labour for the Forest Department in cutting and transportation of trees and protecting the forests from fire.

Similarly in Java, the Dutch imposed rents on the cultivated land in the forests. Some villages were exempted if they collectively provided free labour and buffaloes for cutting and transporting timber. This system was known as the 'Blandongdiensten System'.

(*v*) When the exploitation by the British in Bastar and the Dutch in Java became too much, the forest communities in Bastar and Java revolted under Gunda Dhur and Surontiko Samin respectively. Both the revolts were crushed by the colonial powers.

**3 Between 1880 and 1920, forest cover in the Indian subcontinent declined by 9.7 million hectare, from 108.6 million hectare to 98.9 million hectare. Discuss the role of the following factors in this decline.**

**(a) Railways**
**(b) Ship Building**
**(c) Agricultural Expansion**
**(d) Commercial Farming of Trees**

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(e) Tea/Coffee Plantations
(f) Adivasis and Other Peasant Users

*Ans.* (a) **Railways**

The spread of railways from the 1850s created a new demand. Railways were essential for colonial trade and for the movement of imperial troops. To run locomotives, wood was needed as fuel and to lay railway lines, sleepers were essential to hold the tracks together. Each mile of railway track required between 1760 and 2000 sleepers.

From the 1860s, the railway network expanded rapidly. As the length of the railway tracks expanded, a very large number of trees were felled.

As early as the 1850s, in the Madras Presidency alone 35000 trees were cut annually for sleepers. Forests around the railway tracks started disappearing very fast.

(b) **Ship Building**

By the early 19th century, Oak forests in England were disappearing. This created a problem of timber supply from the Royal Navy. English ships could not be built without a regular supply of strong and durable timber.

Imperial power could not be protected without ships. Therefore by the 1820s, search parties were sent to explore the forest resources of India.

Within a decade trees were being felled on a massive scale and vast quantities of timber were being exported, leading to disappearance of forests.

(c) **Agricultural Expansion**

As population increased, the demand for food went up. Peasants extended the boundaries of cultivation by clearing forests. In the early 19th century, the colonial state thought that the forests were unproductive.

They were considered to be wilderness that had to be brought under cultivation so, that the land could yield agricultural products and revenue and enhance the income of the state.

Thus, between 1880 and 1920, cultivated area rose by 6.7 million hectares by clearing the forests. The demand for commercial crops like jute, sugar, wheat, cotton and raw material for industries increased.

Therefore, the British encouraged expansion of cultivation by clearing forests, leading to decline in forest cover.

(d) **Commercial Farming of Trees**

In commercial farming, natural forests which had lots of different types of trees were cut down. In their place one type of trees were planted in straight rows. This is called a plantation.

To promote plantation farming or commercial farming, different varieties of trees were cut down leading to loss of many species and loss of forest cover when the trees were cut for commercial use.

(e) **Tea/Coffee Plantation**

Large areas of natural forests were also cleared to make way for tea, coffee and rubber plantations to meet Europe's growing need for these commodities. The Colonial Government took over the forests and gave vast areas to European planters at cheap rates.

These areas were enclosed and forests were cleared and planted with tea or coffee. Plantations were large in area leading to loss of large forest areas.

(f) **Adivasis and other Peasant Users**

As in most parts of the world, shifting cultivation was done by the Adivasis and other peasant communities, in India also it was practised.

In shifting cultivation, parts of the forest area are cut and burnt in rotation.

Seeds were sown in the ashes after the first monsoon rains and the crop was harvested by October-November.

When fertility decreased, the process was repeated at another location. This led to a large loss of forests.

Note *In the examination, this question will not be asked completely, only its one or two sub-parts will be asked.*

**4 Why are the forests affected by wars?**

*Ans.* *Forests are affected by wars because*

(i) Forest products are used for fulfilling various needs and requirements during war. In the case of India, during the First World War and the Second World War, the Forest Department was cutting trees freely to meet British war needs.

(ii) During the Second World War in Java just before the Japanese occupied the region, the Dutch followed a Scorched Earth Policy, destroying sawmills and burning huge piles of giant teak logs, so that they did not fall into Japanese hands.

(iii) The Japanese exploited the forests recklessly for their war industries, forcing villagers to cut down forests. Many villagers took this opportunity to expand cultivation in the forests. Thus, wars also led to destruction of forests.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** Which of the following correctly defines deforestation?
(a) The disappearance of forests
(b) Unplanned cutting of trees
(c) Cutting trees for agriculture only
(d) None of the above

*Ans.* (a) The disappearance of forests

**2** How much India's landmass was under cultivation in 1600?
(a) One-third (b) One-fourth
(c) One-sixth (d) One-tenth

*Ans.* (c) One-sixth

**3** Which transport system was most essential for colonial trade and movement of goods?
(a) Roadways (b) Waterways
(c) Railways (d) None of these

*Ans.* (c) Railways

**4** How many sleepers were required for each mile of railway track?
(a) 1200 to 1500 (b) 1760 to 2000
(c) 2000 to 2200 (d) None of the above

*Ans.* (b) 1760 to 2000

**5** Which act was passed in 1865?
(a) Indian Forest Act (b) Tribal Rehabilitation Act
(c) Forest Protection Act (d) None of these

*Ans.* (a) Indian Forest Act

**6** Where was the Imperial Forest Research Institute set up in 1906?
(a) New Delhi (b) Bombay
(c) Dehradun (d) Mussoorie

*Ans.* (c) Dehradun

**7** Which species of trees are suited for building ships and railways?
(a) Teak (b) Mahogany
(c) Sal (d) Both (a) and (c)

*Ans.* (d) Both (a) and (c)

**8** What is local name of *Madhuca indica*?
(a) Mahua (b) Deodar
(c) Hyperion (d) Methuselah

*Ans.* (a) Mahua

**9** In forest, a dried scooped-out gourd was used as
(a) a utensil (b) portable water bottle
(c) container (d) None of these

*Ans.* (b) portable water bottle

**10** Oils from the Mahua trees are used for
(a) cooking foods (b) lighting lamps
(c) hair oil (d) Both (a) and (b)

*Ans.* (d) Both (a) and (b)

**11** Where is Bastar located?
(a) Southernmost part of Chhattisgarh
(b) Northernmost part of Madhya Pradesh
(c) Easternmost part of Chhattisgarh
(d) None of the above

*Ans.* (a) Southernmost part of Chhattisgarh

**12** Which tribal community (s) is/are living in Bastar?
(a) Maria and Muria Gonds
(b) Dhurwas
(c) Bhatras and Halbas
(d) All of the above

*Ans.* (d) All of the above

**13** What is common in different tribal communities of Bastar?
(a) Customs (b) Beliefs
(c) Language (d) Both (a) and (b)

*Ans.* (d) Both (a) and (b)

**14** In which year did the Bastar rebellion take place?
(a) 1910 (b) 1912
(c) 1915 (d) 1920

*Ans.* (a) 1910

**15** Arrange in sequence
(i) The Kalangas rose in rebellion against the Dutch, but were suppressed.
(ii) The population of Java was estimated as 3.4 million.
(iii) The Mataram Kingdom of Java split into two kingdoms.
**Codes**
(a) (ii), (iii), (i) (b) (i), (ii), (iii)
(c) (iii), (ii), (i) (d) (i), (iii), (ii)

*Ans.* (a) (ii), (iii), (i)

**16** Arrange in sequence
(i) Imperial Forest Research Institute was set up.
(ii) Enactment of Indian Forest Act.
(iii) Indian Forest Act divided forests into three categories.
(iv) Indian Forest Service was set up.
**Codes**
(a) (iv), (ii), (iii), (i) (b) (iv), (iii), (ii), (i)
(c) (ii), (i), (iii), (iv) (d) (i), (iv), (iii), (ii)

*Ans.* (a) (iv), (ii), (iii), (i)

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**17** Arrange in sequence
(i) Rebellion in the kingdom of Bastar
(ii) Kalanga uprising
(iii) The spread of Indian railways
(iv) Indian Forest Service was set up

**Codes**
(a) (i), (iii), (iv), (ii) (b) (ii), (iii), (iv), (i)
(c) (ii), (i), (iii), (iv) (d) (i), (iii), (ii), (iv)

*Ans.* (b) (ii), (iii), (iv), (i)

## Match the Following

**18**

| List I | List II |
|---|---|
| A. Dietrich Brandis | 1. Revolutionary of Java |
| B. George Yule | 2. First Inspector General of Forests in India |
| C. Surantiko Samin | 3. British Administrators |

**Codes**

| | A | B | C | | A | B | C |
|---|---|---|---|---|---|---|---|
| (a) | 3 | 2 | 1 | (b) | 2 | 1 | 3 |
| (c) | 2 | 3 | 1 | (d) | 1 | 2 | 3 |

*Ans.* (c)

**19**

| List I | List II |
|---|---|
| A. The Mataram kingdom of Java split into two kingdoms | 1. 1770 |
| B. The Kalangas rose in rebellion against the Dutch | 2. 1865 |
| C. Indian Forest Act introduced | 3. 1755 |

**Codes**

| | A | B | C | | A | B | C |
|---|---|---|---|---|---|---|---|
| (a) | 3 | 1 | 2 | (b) | 2 | 1 | 3 |
| (c) | 1 | 2 | 3 | (d) | 3 | 2 | 1 |

*Ans.* (a)

## Picture Based Questions

**20** Name the system of cultivation and the country which adopted the

(a) Burma, Taungya Cultivation
(b) Thailand, Taungya Cultivation
(c) Java, Shifting Cultivation
(d) India, Shifting Cultivation

*Ans.* (a) Burma, Taungya Cultivation

**21** What does the little fisherman carry?

(a) Fishing net (b) Bamboo trap
(c) Fishing rods (d) Fish stringer

*Ans.* (b) Bamboo trap

## Fill in the Blanks

**22** The first Inspector General of forests in India was ..... .

*Ans.* Dietrich Brandis

**23** The Indian Forest Service was set up in ..... .

*Ans.* in 1864

**24** In ....., Bastar kingdom was merged with Kanker kingdom and became Bastar district in Madhya Pradesh.

*Ans.* 1947

**25** In Central America, shifting cultivation is known as ..... .

*Ans.* Milpa

**26** The Bastar revolt started in ..... .

*Ans.* 1910

## Correct and Rewrite

**27** The Imperial Forest Research Institute was setup at Dehradun in 1915.

*Ans.* The Imperial Forest Research Institute was set up at Dehradun in 1906.

**28** Shifting cultivation is regarded as lading in South Africa and milpa in South America.

*Ans.* Shifting cultivation is regarded as lading in South-East Asia and Milpa in central America.

**29** Baigas are a forest community of North India.

*Ans.* Baigas are a forest community of Central India.

**30** A number of different communities live in Uttar Pradesh such as Maria and Muria Gonds, Dhurwas, Bhatras and Halbas.

*Ans.* A number of different communities live in Bastar such as Maria and Muria Gonds, Dhurwas, Bhatras and Halbas.

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**31** In 1775, the Kalangs resisted by attacking a Dutch Fort at Joana, but the uprising was suppressed.

*Ans.* In 1770, the Kalangs resisted by attacking a Dutch fort at Joana, but the uprising was suppressed.

## Assertion/Reason

**32** **Assertion** (A) Many pastoralists and nomadic communities were labelled as 'criminal tribes,'

**Reason** (R) Grazing and hunting in forests were restricted by the Britishers.

**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (b) Both A and R are true, but R is not the correct explanation of A

**33** **Assertion** (A) 6000 Kalanga families were equally divided between the two kingdoms.

**Reason** (R) The Kalangas of Java were a community of skilled forest cutters and shifting cultivations.

**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

## Very Short Answer Questions

**34** Name at least six items around you which come from forests.

*Ans.* Some items around me which come from forests are paper in books, wood for desks and tables, dyes that colour my cloth, honey, coffee, tea, oil, tannin, etc.

**35** What were the wooden planks laid down across railway tracks to hold tracks in a position called?

*Ans.* The wooden planks laid down across railway tracks to hold tracks in a position are called sleepers.

**36** How many sleepers were required for each mile of railway track?

*Ans.* Each mile of railway track required between 1760 to 2000 sleepers.

**37** How was Siadi creeper used for?

*Ans.* Siadi creeper was used to make ropes.

**38** How many tigers were killed between 1875–1925?

*Ans.* Over 80000 tigers were killed between 1875–1925.

**39** When was Forest Act, 1865 amended?

*Ans.* Forest Act, 1865 was amended twice, once in 1878 and then in 1927.

**40** When was Bastar divided into three districts?

*Ans.* Bastar was divided into three districts, Kanker, Bastar and Dantewada in 1998.

**41** From which tree, latex can be collected?

*Ans.* Latex can be collected from a rubber tree.

# Short Answer (SA) Type Questions

**1** What is Forestry?

*Ans.* Forestry is a science and art of creating, managing, conserving and repairing forests and associated resources in a sustainable manner for human benefit. Forestry is practised in plantations and natural stands.

The main goal of forestry is to create and implement systems that allows forests to continue a sustainable provision of environmental supplies and services.

The challenge of forestry is to create systems that are socially accepted while sustaining the resource and any other resources that might be affected.

**2** Why did the Colonial Government start commercial forestry in India? Give any three reasons.

*Ans.* *The British Colonial Government started commercial forestry in India due to following reasons*

(*i*) By the early 19th century, oak forests in England were disappearing. The colonial government needed timber supply for the Royal navy and railways which were essential for the movement of imperial troops and commercial trade.

(*ii*) The Colonial Government took over the forests in India and gave vast areas to European planters at cheap rates. These areas were enclosed and planted with tea and coffee.

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(iii) The British government was worried about the reckless use of forests by the local people.

They needed trees that could provide hard wood and were tall and straight. So, particular species like *teak* and *sal* trees were promoted by them. Thus, commercial forestry was started by the Britishers and Indian Forest Act was passed in 1865.

**3** Explain any four ideas of Dietrich Brandis for the management of forests in India during the British period.

or Who was Dietrich Brandis? Explain his achievement in India.

*Ans.* Dietrich Brandis, a German expert, was appointed the first Inspector-General of Forests in India.
*His ideas and achievements for the management of forests are stated in the points below*

(i) He formulated new forest legislation and helped to establish research and training institutions. The Imperial Forest Research Institute at Dehradun was founded by him in 1906.

(ii) He set up the Indian Forest Service (IFS) in 1864 and helped to formulate the Indian Forest Act of 1865.

(iii) He took an interest in the forest flora of North-West and Central India and Indian trees.

(iv) He was among the earliest expert in India to formally link forest protection with local people.

**4** What were the defects of 'Scientific Forestry' technique?

or Describe the defects in the techniques of 'Scientific Forestry'.

*Ans.* In 1906, the Imperial Forest Research Institute was set up at Dehradun and 'Scientific Forestry' was introduced in India. But ecologists believe that this system is not scientific at all and has many defects.
*These are*

(i) In this system, natural forest diversity was harmed because different types of trees were cut down.

(ii) This system advocated only those trees in forests which provided timber. It snatched the different needs of forest dwellers.

The forest dwellers wanted a mixture of species of trees for their fuel, fodder and food.

(iii) It also affected the ecological balance, as multi-species forest gradually got converted into plantation.

**5** What are the local names of shifting cultivation in South East Asia, Central America and Sri Lanka? Describe any three features of shifting cultivation.

*Ans.* Shifting cultivation is a traditional agricultural practice in many parts of Asia, Africa and South America.

It has different local names in different areas, *viz.*,

(i) In South-East Asia it is known as Lading.

(ii) In central America it is known as Milpa.

(iii) In Africa it is known as Chitemene or tavy

(iv) In Sri Lanka it is known as Chena

*The main features of shifting cultivation are*

(i) Parts of forest are cut and burnt in rotation.

(ii) Seeds are sown in the ashes after the first monsoon rains and the crop is harvested by October- November.

(iii) A mixture of crops is grown on such plots for a couple of years and then left fallow for 12 to 18 years for the forest to grow back.

**6** Under colonial rule, why did the scale of hunting increase to such an extent that various species became almost extinct?

*Ans.* Under British rule, the scale of hunting increased to such an extent that various species became almost extinct.

*The reasons behind this condition are*

(i) The British saw large animals as signs of a wild, primitive and savage society.

(ii) They believed that by killing dangerous animals the British would civilise India.

(iii) They gave rewards for the killing of tigers, wolves and other large animals on the grounds that they posed a threat to cultivators.

(iv) Over 80,000 tigers, 150,000 leopards and 200,000 wolves were killed for reward in the period 1875-1925.

(v) Certain areas of forests were reserved for hunting.

**7** Who were the Kalangs? Mention any four characteristics of this community.

*Ans.* The Kalangs were a tribal community of Java.

*Their four characteristics are*

(i) They were skilled forest cutters and shifting cultivators.

(ii) They had a great skill in building palaces.

(iii) They were so valuable that in 1755, when the Mataram kingdom of Java split, the 6000 Kalang families were equally divided between the two kingdoms.

(iv) The Kalangs worked, under the Dutch, when Dutch began to gain control over the forests in the 18th century.

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**8** Why were the Kalangs of Java known as a community of skilled forest cutters?

**Ans.** *The Kalangs of Java known as a community of skilled forest cutters because*

(*i*) Without their expertise it was difficult for the king of Java to build their palaces.

(*ii*) They were so valuable to the king that in 1755 when the Mataram kingdom of Java split, the 6000 Kalang families were equally divided among the two kingdoms.

**9** What new developments have occurred in forestry in Asia and Africa in recent times?

**Ans.** *New developments which have occurred in Asia and Africa in recent times were*

(*i*) Asian and African Governments introduced social forestry and the policy of keeping forest communities away from forests. Conservation of forests rather than collecting timber was their primary aim.

(*ii*) In order to preserve the forests, the government realised that the involvement of people living near the forests is must. Infact, across India from Mizoram to Kerala dense forests have survived only because villagers protected them in sacred groves known as Sarnas, Devarakudu, Kan, Rai, etc.

(*iii*) Some villagers protected their own forest with each household taking it in turns instead of leaving it to forest guards.

**10** How did the rebellion of the people of Bastar take place against the British?

**Ans.** *The Rebellion took place in the following ways*

(*i*) Initiative of Rebellion was taken by Dhurwas of the Kanger forest to organise people. It is said that many people protested under leadership of Gunda Dhur.

(*ii*) They looted Bazaars, houses of officials and traders, schools and police stations were burnt and robbed and grains were redistributed among the people.

(*iii*) They attacked anyone who were in some way or other associated with colonial state and its oppressive laws.

**11** Who worked as plantation workers and what were the working conditions?

**Ans.** The British Government recruited tribals like Santhals, Oraons (Jharkhand) and Gonds (Chattisgarh) as plantation workers.

*The working condition of plantation workers were miserable as the following points suggest*

(*i*) Plantation workers were getting low wages.

(*ii*) They did not receive any social security benefit.

(*iii*) They were not allowed to go to their native place.

**12** When and why did the forests around railway tracks start disappearing very fast? Explain.

*or* Why did forests around railway tracks in India start disappearing after 1860?

**Ans.** *Due to following reasons forests started disappearing around railway tracks at that time*

(*i*) By 1890, about 25,500 km of track had been laid and in 1946 the length of the tracks had increased to over 765,000 km.

(*ii*) As the railway tracks increased large number of trees were cut down.

(*iii*) The government gave out contracts to individuals to supply the required quantity of woods.

(*iv*) These contractors began to cut trees indiscriminately.

**13** What were the beliefs of people of Bastar?

**Ans.** There were different communities, *viz*, Maria and Muria Gonds, Dhurwa, Bhatras and Halbas who lived in Bastar. All of them shared common beliefs and customs. *Their beliefs were*

(*i*) They believed that each village was given its land by the Earth. In return the villagers had to look after the Earth by making some offerings at each agricultural festival.

(*ii*) The villagers believed and show respect to the spirits of the river, the forest and the mountain.

(*iii*) The villagers looked after all the natural resources within the boundaries of their village as their duty.

**14** "The ship industry of England was also responsible for deforestation in India". Give one reason.

**Ans.** The ship industry of England was also responsible for deforestation in India because in the early 19th century, oak forests in England were disappearing due to the high demand. It created a problem of further timber supply for the Royal Navy of England which needed strong and durable timber to build ships.

As a result of this, the Britishers started exploring Indian forests for timber supply. Within a decade trees were cut on a large scale from Indian Forests and exported to England. Gradually, Indian forests started disappearing due to large scale export of timber for building ships.

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**15** 'The expansion of cultivation is a sign of progress'. Do you agree with the statement? Justify your answer with arguments.

*or* Explain any five reasons for the expansion of cultivation by the colonial rulers in India.

*Ans.* In the colonial period, cultivation expanded for a variety of reasons. *These are*

(*i*) In Europe, foodgrains were needed to feed the growing urban population. The demand for wheat increased largely in the 19th century.

(*ii*) The colonial rulers considered the expansion of cultivation as a sign of progress.

(*iii*) The British government directly encouraged the production of commercial crops, like jute, sugar, wheat and cotton to get more profit.

(*iv*) Europe needed raw materials for industrial production.

(*v*) In the early 19th century, the colonial state thought that forests were unproductive so forests had to be brought under cultivation and land could yield agricultural products and revenue. In this way, the income of the state enhanced.

Thus, it can be concluded that expansion of cultivation is a sign of progress.

**16** Read the sources given below and answer the questions that follows :

**Source A New laws for the people of Bastar**

When the colonial government proposed to reserve two-thirds of the forest in 1905, and stop shifting cultivation, hunting and collection of forest produce, the people of Bastar were very worried. Some villages were allowed to stay on in the reserved forests on the condition that they worked free for the forest department in cutting and transporting trees, and protecting the forest from fires.

Subsequently, these came to be known as 'forest villages'. People of other villages were displaced without any notice or compensation. For long, villagers had been suffering from increased land rents and frequent demands for free labour and goods by colonial officials. Then came the terrible famines, in 1899-1900 and again in 1907-1908. Reservations proved to be the last straw.

(i) Evaluate the causes of suffering of the villagers of Bastar during the British rule.

**Source B Rebellion started in Bastar**

People began to gather and discuss these issues in their village councils, in bazaars and at festivals or wherever the headmen and priests of several villages were assembled. The initiative was taken by the Dhurwas of the Kanger forest, where reservation first took place. Although, there was no single leader, many people speak of Gunda Dhur, from village Nethanar, as an important figure in the movement. In 1910, mango boughs, a lump of earth, chillies and arrows, began circulating between villages.

These were actually messages inviting villagers to rebel against the British. Every village contributed something to the rebellion expenses. Bazaars were looted, the houses of officials and traders, schools and police stations were burnt and robbed, and grain redistributed.

Most of those who were attacked were in some way associated with the colonial state and its oppressive laws.

(ii) To what extent the messages which were sent to villagers to rebel against the British inspired the villagers.

**Source C Victory for the Rebels**

The British sent troops to suppress the rebellion. The adivasi leaders tried to negotiate, but the British surrounded their camps and fired upon them. After that they marched through the villages flogging and punishing those who had taken part in the rebellion. Most villages were deserted as people fled into the jungles. It took three months (February-May) for the British to regain control.

However, they never managed to capture Gunda Dhur. In a major victory for the rebels, work on reservation was temporarily suspended, and the area to be reserved was reduced to roughly half of that planned before 1910.

(iii) The rebels were victorious even after they suppressed. Explain this in context of Bastar rebellion.

*Ans.* (*i*) *During the British rule, people of Bastar suffered from the following causes*

- Increased land rents.
- Frequent demands for free labour and goods by colonial officials
- Two terrible famines, one in 1899-1900 and another in 1907-1908.

(*ii*) The messages that were sent to villagers of Bastar to rebel against the British include mango boughs, a lump of earth, chillies and arrows, etc. After getting these, people started to unite and revolt against the British in Bastar.

(*iii*) The rebels were some how victorious because their leader Gunda Dhur was not captured and the Britishers forced to suspend the work on reservation and the area to be reserved was reduced to half.

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## Long Answer (LA) Type Questions

**1 How did the Forest Act affect the lives of foresters and villagers?**

**or How did Forest Act mean severe hardship for villagers across the country? Explain.**

**or How far do you agree that Forest Act affected the lives of villagers?**

*Ans.* The 1878 Forest Act divided forests in India into three categories: reserved, protected and village forests.

*The following points show the effect of Forest Act on the lives of foresters and villagers*

(*i*) Villagers wanted forests with a mixture of species to satisfy different needs–fuel, fodder and leaves. Villagers could not take anything from 'reserved' forests. For house building or fuel, they could take wood from protected or village forests.

On the other hand, forest department needed trees that could provide hard, tall and straight woods for commercial use. So, they encouraged to plant only Teak and Sal and other trees should be cut.

(*ii*) In forest areas, people use forest products roots, leaves, fruits, tuber, etc. Almost everything is available in the forest for their livelihood.

The Forest Act meant severe hardship for them. All their everyday practices of cutting wood for their houses, grazing their cattle, collecting fruits and roots, hunting and fishing became illegal.

(*iii*) Villagers were forced to steal wood and if they were caught, they were at the mercy of the forest-guards, who even claimed bribe from them.

(*iv*) Women who collected fuelwood were scared of the forest guards. It became common practice for police constables and forest guards to harass villagers by demanding free food for themselves.

Thus, it can be concluded that the forest act brought severe hardship for villagers across the country.

**2 How did the British exploit the forests resource of India for their economic development?**

*Ans.* *In the following ways, the British exploit the forests resources of India for their economic development*

(*i*) By the early 19th century, oak forests in England were disappearing, British needed timber supply for their Royal Navy and they sent search parties to explore forest resources of India in 1820. Within a decade vast quantities of timber were being exported from India.

(*ii*) Britishers also needed the expansion of railways for their colonial trade. To run locomotives, they needed wood and also for railway tracks they needed timber supply. They met these needs by exploiting forest resources of India.

(*iii*) Large areas of natural forests were cleared to make way for tea, coffee and rubber plantations to meet Europe's growing need for these commodities. For this purpose, the Colonial Government took over the forests and gave vast areas to European planters at cheap rates.

(*iv*) In the colonial period, cultivation expanded rapidly. The British directly encouraged the production of commercial crops like jute, sugar wheat and cotton. These crops were demanded for the consumption of urban population and also for the raw materials needed in industrial production.

(*v*) The colonial power thought that forests were unproductive, so they tried to expand agriculture by clearing forests which would enhance the revenue of the state. Between 1880 and 1920, cultivated area in India rose by 6.7 million hectares.

**3 How did commercial farming led to a decline in forests cover during colonial period?**

*Ans.* Before colonial period, India had nearly one-third of the total land area under forest cover which rapidly declined.

*The following points state how commercial farming led to decline in forest cover during colonial period.*

(*i*) In the early 19th century, the colonial powers held the opinion that forests were unproductive and were in no way useful in increasing the income of the state. So, the forests were cleared.

(*ii*) The Britishers encouraged the production of commercial crops like jute, sugar, wheat, and cotton. They also encouraged plantation of tea, coffee and rubber. So, the Indian farmers cleared forests for the commercial crops. It affected the ecological balance against multi species forest.

(*iii*) The Britishers gave vast areas to European planters. They cleared forests and planted tea, coffee, etc, in the enclosed areas.

(*iv*) The Britishers exported timber like oak, sheesham and teak wood for Royal Navy to make strong ships. Expansion of the railway was another reason for clearing forest, as a large number of 'sleepers' were required for railway tracks.

(*v*) As the population increased and the demand of food went up, the forests were cleared for the expansion of agricultural land.

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**4** Explain how did the lives of forest-dwellers change after the forest department took over control of the forests? Mention any five points.

*Ans.* The forest department took control of the forests by introducing the Forest Act of 1865 and 1878.
*In the following ways, life of forest -dwellers changed after the Act*

(*i*) After this, some people benefitted from the new opportunities, they left their traditional occupations and started trading in forest products.

(*ii*) From the medieval period onwards adivasi communities were trading in elephants and other goods like hides, horns, silk cocoons, ivory, bamboo, spices, fibres, grasses, gums, resins, etc.

(*iii*) The British Government took total control of the trade in forest products. They gave many large European trading firms the sole right to trade in the forest products of particular areas.

(*iv*) Grazing and hunting by local people were restricted. Many pastoralist and nomadic communities like the Korava, Karacha, Yerukula of Madras Presidency and Banjaras lost their livelihoods.

(*v*) Some tribals were branded as 'criminal tribes' and they lost their old occupations and were forced to work in factories, mines and plantation under government supervision and were offered a very low wage. In this way, the lives offorest-dwellers were completely changed after the forest department took over control of the forests.

**5** What impact did the First and Second World Wars have on the forests across the world?

*or* How were the forests in India and Java affected by the First and Second World Wars?

*Ans.* The First World War and the Second World War had a major impact on the forests across the world.
*This impact is stated in the points below*

(*i*) In India, the Forest Department cut trees freely to meet British war demands.

(*ii*) In Java, the Dutch followed 'a scorched earth' policy, just before the Japanese occupied the region. They destroyed sawmills and burnt off huge piles of giant teak logs so that the Japanese could not utilise this.

(*iii*) The Japanese exploited the forests recklessly for their own war industries and forced forest dwellers to cut down forests.

(*iv*) Many villagers took this opportunity for the expansion of cultivation land by cutting down the forests.

(*v*) After the war, it was difficult for the Indonesian forest service to get back this land.

(*vi*) In India, people needed more agricultural land for cultivation for its increasing population. Forest department desired to control the land and excluded people from it. These different interests, led to a conflict between them.

**6** Describe the Saminist Movement in Indonesia.

*Ans.* *The Saminist Movement is discussed below*

- The Saminist Movement started in the last decade of the 19th century in Java.
- Surontiko Samin of Randublatung village, a teak forest village headed this movement.
- The reason of this movement was that the Dutch government forced the farmers to pay taxes on land and restricted villagers' access to forest by enacting the Forest Law in Java.
- This movement was started when Samin questioned state ownership of the forest. He argued that the state had not created the wind, water, earth and wood, so it could not own it. By 1907, three thousand families started following the ideas of Samin.
- Some of the rebels in this movement protested by lying down on their land, when the Dutch came to survey the land. Some even refused to pay taxes or fines or perform free labour.

**7** Why did the people of Bastar rise in revolt against the British? Explain.

*or* How did the people of Bastar react against the British forest policies? What were its consequences?

*Ans.* Bastar is located in the Southernmost part of Chhattisgarh, on the borders of Andhra Pradesh, Odisha and Maharashtra. A number of different communities like Maria and Muria Gonds, Dhurwas, Bhatras and Halbas live in Bastar who speak different languages but share common customs and beliefs.

*The people of Bastar rose in revolt due to the following reasons*

- When the colonial power proposed to reserve two-thirds of the forest in 1905 and stop shifting cultivation, hunting and collection of forest product, the people of Bastar became worried.
- Some people of Bastar were allowed to stay in 'forest villages' on the condition that they worked for the forest department and protected the forest from fires. Other people were displaced without any notice or compensation.
- For long the villagers had been suffering from increased land rents and frequent demands for free labour and goods by colonial officials.

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- Moreover, there were two terrible famines, one in 1899-1900 and other in 1907-1908. This made the condition of people of Bastar worse therefore they rose in revolt.
- In this revolt, the rebels looted the Bazaars, the houses of officials and traders. Schools and police stations were burnt and robbed and grains were redistributed.

*The consequence of the revolt were*

- The British troops suppressed the rebellion. Adivasis fled into jungles, their leader Gunda Dhur could not be captured.
- In a major victory for the rebels, work on reservation was temporarily suspended and the area to be reserved was reduced to roughly half of that planned before 1910.

**8** What is Swidden agriculture? Where is it practised? Describe its main features.

*Ans.* Swidden agriculture or shifting cultivation is a traditional agricultural practice where cultivators used to cut certain parts of the forest in rotation. Then they burn the trees and sow seeds in ashes after the monsoon rains.

It is practised in many parts of Asia, Africa and South America. It has many local names like ladding in South-East Asia, Milpa in Central America, Chitemene or Tavy in Africa, Chena in Sri Lanka.

In India dhya, penda, bewar, nevad, jhum, podu, khandad and kumri are some of the local terms for swidden agriculture.

*Main features of Swidden agriculture are*

(*i*) The crop is harvested in October-November.

(*ii*) These crops are cultivated for couple of years and then, they are left fallow for 12 to 18 years to allow the forest to grow back.

(*iii*) They use the forest in rotation for cropping and burn it after harvesting.

(*iv*) A mixture of crops is grown on the plots so they have diversified source of income and also replenish and add nutrients to the soil.

**9** Why and how were plantations started in Colonial India?

*Ans.* *Plantations started in colonial India due to the following reasons*

- The colonial power thought the forests as unproductive.
- There was a demand for raw materials for industrial production in England in the 19th century.
- The Britishers wanted to enhance the revenue from lands by transforming the forests into agricultural land.
- The colonial government wanted to control the misuse of forest by local people as in shifting cultivation.

*The plantations were started in the following ways*

- To start plantation industry government gave vast areas of forest to contractors and European planters at cheap rates.
- The European planters started recklessly felling of trees to make way for tea, coffee and rubber plantations.
- The British Government appointed German expert Dietrich Brandis as first inspector General of Forest. He recommended formation of rules and regulation of Forest Management and helped to formulate Indian Forest Act, 1865.
- Scientific forestry was introduced when forest was cleared for plantation.

**10** Why were the Kalangas of Java considered an important community? What compelled them to rebel against the Dutch and to what extent?

*Ans.* Kalangas community of Java were very important due to their expertise in forest cutting and shifting cultivation. Their importance could be realised by the fact that they were divided into two parts when Mataram Kingdom of Java was split into two parts.

Without their expertise, harvesting teak and building palaces were impossible.

*The Kalangas rebelled against Dutch for the following reasons*

(*i*) Dutch introduced forest laws to restrict villager's access to forest.

(*ii*) Forest laws specified that wood could be only used for making river boats and houses.

(*iii*) Villagers were punished for grazing cattle or transporting wood without a permit.

(*iv*) Imposition of rents on land being cultivated which was later exempted on condition of free supply of labour and buffaloes.

The Kalangas in 1770 revolted against the Dutch. But their revolt was not successful as they were brutally suppressed by the Dutch forces.

**11** "It necessary to increase the areas under forests" why? Give five important reasons.

*Ans.* It is a necessity of increasing the area under forests becomes important in India.

*The five important reasons to increase the areas under forests are*

(*i*) **To maintain the ecological balance** It is necessary for maintaining ecological balance and absorption of carbon dioxide.

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(*ii*) **To regulate the flow of rivers** Forests regulate the flow of rivers both in the rainy and dry seasons by absorbing or releasing water systematically. In this way, they reduce the chances of both floods and droughts.

(*iii*) **To provide natural habitat to wildlife** Forests provide natural habitat to wildlife and in this way they help in their preservation.

(*iv*) **To help in precipitation or rainfall** Forests help in precipitations or rainfall and thus, minimise the possibility of droughts.

(*v*) **To conserve the soil** Forests play an important role in the conservation of soils, as the roots of the trees do not allow the soil to flow away with the water.

**12** "The introduction of railway had an adverse impact on the forests". Justify by giving examples.

*Ans.* *The introduction of railway had an adverse impact on the forests in the following ways*

- From the 1860s, the railway network expanded rapidly. Sleepers were the basic inputs required for constructing a railway line. Each mile of a railway track required between 1760 to 2000 sleepers. To meet this demand, large number of trees were felled.
- To run locomotive, wood was needed as fuel. As railway was being spread throughout India, more and more wood was required which could be used as fuel.
- The government gave out contracts of individuals to supply the required quantities. These contractors began cutting trees indiscriminately. As a result, forests around the railway tracks started disappearing fast. As early as the 1850s, in the Madras presidency alone, 35,000 trees where being cut annually for sleepers.

**13** Read the extract and answer the questions that follows.

One of the major impacts of European colonialism was on the practice of shifting cultivation or swidden agriculture. This is a traditional agricultural practice in many parts of Asia, Africa and South America. It has many local names such as lading in Southeast Asia, milpa in Central America, *chitemene* or *tavy* in Africa, and *chena* in Sri Lanka. In India, *dhya, penda, bewar, nevad, jhum, podu, khandad* and *kumri* are some of the local terms for swidden agriculture. In shifting cultivation, parts of the forest are cut and burnt in rotation. Seeds are sown in the ashes after the first monsoon rains, and the crop is harvested by October-November. Such plots are cultivated for a couple of years and then left fallow for 12 to 18 years for the forest to grow back. A mixture of crops is grown on these plots. In central India and Africa it could be millets, in Brazil manioc, and in other parts of Latin America maize and beans.

European foresters regarded this practice as harmful for the forests. They felt that land which was used for cultivation every few years could not grow trees for railway timber.

When a forest was burnt, there was the added danger of the flames spreading and burning valuable timber.

(i) Shifting cultivation is a traditional practice in many parts of the world. Explain.

(ii) How do you justify the name of agricultural practice 'shifting cultivation'?

(iii) European foresters thought shifting cultivation as harmful for the forests. Given reasons

*Ans.* (*i*) Shifting cultivation is a traditional practice of agriculture where parts of land are cultivated for sometimes, then left fallow for sometime and cultivation is done in another land. This method is practised in many parts of Asia, Africa and South America. This shifting cultivation is a popular way of cultivation in world.

(*ii*) In shifting or Swidden cultivation, an area of ground is cleared for vegetation and cultivated for a few years and then abandoned for a new area until its fertility has been naturally restored.

Sometimes land is left for 12 to 18 years for the forest to grow back. After the land restores its fertility, the agricultural process again started on this land. Thus, this process of agriculture in known as shifting cultivation.

(*iii*) *European foresters regarded Shifting Cultivation as harmful for the forests for the following reasons*

(i) They felt that land which was used for cultivation every few years could not grow trees for railway timber.

(ii) When a forest was burnt, there was a danger of the flames spreading and burning valuable timber.

(iii) Shifting cultivation also made it harder for the government to calculate taxes.

Thus, the Colonial Government decided to ban shifting cultivation.

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# Self Assessment

## Objective Type Questions

1. Who is the author of the book 'The Forest of India'?
   (a) Dietrich Brandis (b) EP Stebbing (c) Michael Taussig (d) None of these
2. In the colonial period, which animal was used to lift heavy timber?
   (a) Buffalo (b) Cow (c) Elephant (d) None of these
3. Match the following

| List I | List II |
|---|---|
| A. The Indian Forest Service | 1. 1906 |
| B. The Indian Forest Act | 2. 1864 |
| C. Imperial Forest Research Institute | 3. 1865 |

**Codes**

| | A | B | C | | A | B | C |
|---|---|---|---|---|---|---|---|
| (a) | 2 | 3 | 1 | (b) | 1 | 2 | 3 |
| (c) | 3 | 2 | 1 | (d) | 2 | 1 | 3 |

4. **Assertion** (A) The Forest Act meant severe hardship for villagers across the country.
   **Reason** (R) Foresters and villagers had very different ideas of what a good forest should look like.
   **Codes**
   (a) Both A and R are true and R is the correct explanation of A
   (b) Both A and R are true, but R is not the correct explanation of A
   (c) A is true, but R is false
   (d) A is false, but R is true
5. Correct and rewrite the statement
   Bastar is located in northernmost part of Chhattisgarh and borders of Andhra Pradesh, Odisha and Maharashtra.
6. What was the major source of income for many people living in forests?
7. Name the colonial power which ruled Java.

## Short Answer (SA) Type Questions

8. What was a good forest according to villagers? How did they benefit from it?
9. What do you mean by Devsari?
10. Explain 'Scorched Earth Policy'.
11. How did life change in India after the forest department took control of forests?

## Long Answer (LA) Type Questions

12. Why were the forests important to the villagers?
13. What was the impact of regulation of trade in forest products by British Government in India?
14. Give an account on colonial management of forests in Bastar and Java?

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CHAPTER

# 05

# Pastoralists in the Modern World

Pastoralism is a way of keeping animals such as goats, sheep, camels and cattle that involves moving from one place to another in search of water and food. Pastoralism has been important in societies like India and Africa for years.

**Chapter Syllabus**

- Pastoral Nomads and their Movements
- Colonial Rule and Pastoral Life
- Pastoralism in Africa

## Pastoral Nomads and their Movements

Nomads are people who do not live in one place, but move from one area to another to earn their living. Pastoral communities are mainly found in mountaineous regions.

## Pastoral Communities in the Mountains

Gujjar Bakarwals, Gaddi Shepherds, Bhotiyas, Sherpas and Kinnauris are pastoral communities found in the mountains.

### Gujjar Bakarwals

- Gujjar Bakarwals migrated and settled in **Jammu and Kashmir** in the 19th century in search of pastures for their goat and sheep.
- They move annually between their summer and winter grazing grounds in groups known as *Kafila*.
- In winter, when the mountains were covered with snow, they lived with their herds in the low hills of **Siwalik range**. Here, the dry scrub forests provided pastures for their herds.
- In summer (by the end of April), they crossed the Pir Panjal passes and entered Kashmir valley. The variety of sprouted grass here provided rich nutritious food for their animals.

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- By the end of September, they used to start moving again for their downward journey.
- The Gujjar cattle herders live in the mandaps, made of ringal (a hill bamboo) and grass from the Bugyals[1].
- The mandaps were also used as work places. Here they used to make ghee which they sell. These mandaps are situated at a height of about 10,000 to 11,000 feet, as buffaloes can not climb any higher.

## Gaddi Shepherds

- This a pastoral community of **Himachal Pradesh**. It performs a similar cycle of seasonal movements like Gujjar Bakarwals.
- During winter, Gaddi Shepherds grazed their flocks in scrub forests of the low hills of Siwalik range. By April, they moved North and spent the summer in Lahul and Spiti.
- When the snow melted on the high mountains, they moved onto higher mountain meadows (*dhars*).
- By September, they began their return movement. On the way, they stopped once in the villages of Lahul and Spiti, reap their summer harvest and sow their winter crop.
- Further down, they stopped to shear their sheep. The sheep are bathed and cleaned before wool is cut. Uhl valley near Palampur in Himachal Pradesh is one of the areas where shearing of wool is being done. Then, they further moved to their winter base i.e. the Siwalik hills. Next April, once again they began their march with their cattle to the summer meadows.
- Further to the East in Garhwal and Kumaon, the Gujjar cattle herders came down to the dry forests of the **Bhabar** in the winter and went up to the high meadows-the Bugyals in summer.

## Bhotiyas, Sherpas and Kinnauris

Many pastoralists of Himalayas like the Bhotiyas, Sherpas and Kinnauris also follow cyclic movement between summers and winters in search of pastures.

They all had to adjust to seasonal changes and make proper use of available pastures.

When the pasture exhausted or becomes unusable in one place, they moved their herds and flock to new areas. This continuous movement of the pastoralists allowed the pastures to recover.

# On the Plateaus, Plains and Deserts

Dhangars, Gollas, Kurumas, Kurubas, Banjaras, Raikas and Maldharis are the pastoral communities found in the plateaus, plains and deserts of India.

## Dhangars

- Dhangars were an important pastoral community of **Maharashtra**. In the early 20th century, their population was more than 4 lakhs.
- They were mainly shepherds, blanket weavers and buffalo herders.
- The Dhangar shepherds stayed in the Central Plateau of Maharashtra during the monsoon. This was a semi-arid region with low rainfall and poor soil which was covered with thorny scrub. Dry crops like bajra were grown here.
- In the monsoon, Central plateau tract become a vast grazing ground for their cattle.
- By October, the Dhangars harvested the bajra and started to move towards Konkan in West. Here, they were welcomed by the Konkani peasants.
- After the harvest of **kharif**[2] crop, the fields had to be fertilised and made ready for the **rabi**[3] harvest. Dhangar cattle manured the fields and fed on the **stubble**[4].
- The Konkani peasants also gave supplies of rice to the shepherds when they returned back on the onset of monsoon.

## The Gollas, Kurumas and Kurubas

- These are important Pastoral communities of the dry Central Plateau of **Karnataka** and **Andhra Pradesh**.
- The Gollas herded cattle. The Kurumas and Kurubas reared sheep and goats and sold woven blankets.
- These pastoralists lived near the forests, cultivated small patches of land, engaged in a variety of small trades and took care of their herds.

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1 **Bugyals** These are vast natural pastures on the high mountains, above 12,000 feet. They are under snow in the winter and come to life after April. At this time, the entire mountainside is covered with a variety of grasses, roots and herbs. By monsoon, these pastures are thick with vegetation and carpeted with wild flowers.

2 **Kharif** The autumn crop, usually harvested between September and October.

3 **Rabi** The spring crop, usually harvested after March.

4 **Stubble** Lower ends of grain stalks left in the ground after harvesting.

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- The movement of these pastoralists depended on monsoon and dry season. In the dry season they moved to the coastal areas and left when the rains came.
- At this time, other herds, except the buffaloes who liked the wet conditions, shifted to the dry plateau.

### Banjaras

- They were an important group of graziers, which were found in the villages of **Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh** and **Maharashtra.**
- In search of good pasture land for their cattle, they moved over long distances.
- They sold their plough cattle and other goods to villagers in exchange of grain and fodder.

### Raikas

- The Raikas lived in the deserts of Rajasthan. Due to the small and uncertain rainfall, harvest was irregular in this region. So, they combined cultivation with pastoralism.
- During the monsoon, the Raikas of Barmer, Jaisalmer, Jodhpur and Bikaner stayed in their home villages where pasture was available.
- One group of Raikas were known as **Maru Raikas** who reside in the Thar desert near Jaisalmer, Rajasthan. Their settlement is called a *dhandi*.
- Maru Raikas herded camels and another group reared sheep and goat.
- Maru Raikas display their expertise in training their camels.

### Maldharis

- The Maldhari herders live in the Rann of Kutch. They also move in search of pastures.
- Their movement depend upon availability of rainfall and pastures.

### Factors that Contributed to Movement of Pastoralists

- Pastoralists had to judge how long the herds could stay in one area and know where they could find water and pasture.
- They needed to calculate the timing of their movements and ensure that they could move through different territories.
- They had to set up a relationship with farmers on the way, so that the herds could graze in harvested fields and manured the soil.
- They combined a range of different activities *viz,* cultivation, trade and herding to make their living.

**Check Point 01**

1 Gaddi shepherds belong to which state?
2 Vast meadows in the high mountains is known as ..... .
3 Name a pastoral community of the dry Central plateau of Karnataka and Andhra Pradesh.
4 The pastoral communities who have combined cultivation with pastoralism are ..... .
5 Name the pastoral community from Maharashtra.

## Colonial Rule and Pastoral Life

Under colonial rule the life of pastoralists changed dramatically. The Colonial Government made different laws for pastoralists.

Their grazing grounds shrank, movements were regulated, they had to pay high tax, their agricultural stock declined and their trades and crafts were affected adversely.

### Wasteland Rules and Forest Acts

- The colonial power believed that all grazing lands were wastelands as these were unproductive.
- As land revenue was one of the main sources of their income, they wanted to expand cultivation which could increase the revenue collection.
- From the mid-nineteenth century, wasteland rules were enacted in various parts of our country.
- According to these rules, uncultivated lands were taken over and given to selected individuals whom were given different concessions for settlement. Some were even made as village headmen. In most areas, the lands which were taken over were the grazing lands used by the pastoralists.
- The Forest Acts made by the British Government changed the lives of pastoralists.
- Some forests which produced commercially valuable timber like *deodar* or *sal* were declared as 'reserved'. In the reserved forests, no pastoral activity was allowed.
- Other forests considered as 'protected' where some customary grazing rights of pastoralists were granted, but their movements were strictly restricted.
- The colonial officials thought that grazing destroyed the saplings and shoots which prevented new trees from growing.

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### Criminal Tribes Act

- British officials were very suspicious of nomadic people. They wanted to rule over a settled population which could be easily identified and controlled.
- In 1871, the British Government in India passed the Criminal Tribes Act. This act classified communities of craftsmen, traders and pastoralists as **Criminal Tribes.**
- As a result of this Act, these communities were expected to live only in notified village settlements and they were not allowed to move without a permit.

### Imposition of Grazing Tax

- In the mid–19th century, Grazing Tax was introduced by British Government in most pastoral lands of India.
- In order to increase income, the government imposed tax even on animals. The tax on the cattle was increased and the system of collection was made increasingly efficient.
- In the decades between the 1850s and 1880s, the right to collect the tax was carried out by contractors. By the 1880s, the government began collecting taxes directly from the pastoralists. To enter a grazing tract, the pastoralist had to show his pass and pay the tax.

## Effects of Colonial Changes on the Lives of Pastoralists

Wasteland Rules, Forest Acts, Criminal Tribes Act and imposition of grazing tax affected the lives of pastoralists badly. *The effects were*

- These measures led to the serious shortage of pastures as grazing lands were turned into cultivable land.
- The shepherds and cattle herds could no longer freely graze their cattle in the forests.
- Nomadic people had to move frequently from one place to another in search of pastures.
- Animal stock was declined as underfed cattle died in large numbers during scarcities and famines.

## Ways by which Pastoralists Cope with these Changes

*Pastoralists coped up with the changes in a variety of ways*

- Some pastoralists reduced the number of cattle in their herds, since there was not enough pasture to feed large numbers.
- Some pastoralists discovered new pastures when movement to old grazing grounds became difficult.
- Some richer pastoralists began buying land and settling down, giving up their nomadic life.
- Many poor pastoralists borrowed money from moneylenders to survive. Some of them became labourers, working on fields or in small towns.

Inspite of such difficulties, pastoralist communities still exist and are considered the most important form of life ecologically.

**Check Point 02**

1. By which act many pastoral communities were classified as criminal tribes?
2. From which century wasteland rules were enacted in our country?
3. The Forest Act made by the British changed the life of ..... .
4. Which forests are producing deodar or sal?
5. ..... act classified communities of craftsmen, traders and pastoralists as Criminal Tribes.

## Pastoralism in Africa

Africa is a country where over half the world's pastoral population lives. Even now, over 22 million Africans depend on some forms of pastoral activities for their livelihood.

The different pastoral communities of Africa are *Bedouins, Berbers, Maasai, Somali, Boran* and *Turkana.* Most of them lived in semi arid grasslands where rainfed agriculture is difficult.

Pastoralists of Africa raise cattle, camels, goats, sheep and donkeys. They sell milk, meat, animal skin and wool. Some of them earn through trade and transport.

## Maasai Community

The Maasai are nomadic and pastoral people who depend on milk and meat for subsistence. The title Maasai derives from the word 'Maa'. Maa-sai means 'My People'. Maasai believed that tilling the land for crop farming is a crime against nature.

### Effect of Colonial Rule on Maasai Community

*Massais lost their grazing lands in the following ways*

- Before colonial rules, Maasailand stretched over a vast area from North Kenya to the steppes of Northern Tanzania.
- In the late 19th century, European imperial powers divided the region into different colonies.

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- After colonial rule, best grazing lands of Maasai community were gradually taken over for white settlement and the Maasai were pushed into a small area in South Kenya and North Tanzania.
- From the late 19th century, the British Colonial Government in East Africa also encouraged local peasant communities to expand cultivation. As cultivation expanded, pasturelands were turned into cultivated fields.
- The Maasai community lost about 60% of their land and were confined to an arid zone with uncertain rainfall and poor pastures.
- In 1885, Maasailand was cut into half with an International boundary between British Kenya and German Tanganyika.
- Large areas of grazing land were turned into game reserve like the Maasai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania.

*The effects of turning grazing lands into cultivated field and the Maasais losting their lands were as follows*

- Without grass of pasture lands, livestock (cattle, goats and sheep) were malnourished, which meant less food available for Maasai people and their families.
- The loss of finest grazing lands and water resources created a serious problem for the pastoralists to feed their cattle.
- The Kilimanjaro Water Project cuts through the communities of the area near Amboseli National Park but the villagers are barred from using the water for irrigation or for livestock.

## The Borders are closed

- Pastoral groups were forced to live within the boundaries of special reserves.
- They were not allowed to move out with their stock without special permits.
- They were not even allowed to trade and enter the markets in white areas.
- These restrictions adversely affected both their pastoral and trading activities.
- Earlier, pastoralists looked after animal herds as well as traded in various products. However, during colonial trade, pastoralists could do trading but they were subject to various restrictions.

## When Pastures Dry

- When pastures dry the Maasais were forced to live in drought prone areas, as a result large numbers of Maasai cattle died of starvation and disease.
- There was a severe decline of the animal stock of Maasais. Over half of the cattle in the Maasai reserves died after two years of serious drought i.e. 1933 and 1934.

## Not All Were Equally Affected

The colonial rules had unequal effects on elders and warrior groups of Maasai society.

The Elders formed the ruling group and met in periodic councils to decide on the affairs of the community and settle disputes.

The Warriors consisted of young people, mainly responsible for the protection of the tribe. The Warriors defended the community and organised cattle raids.

It is through raids that power of different pastoral groups are ascertained. The young man proved their manliness by capturing the cattle of other pastoral groups.

To administer the Maasai tribe, the Britishers took a series of measures. They appointed Chiefs of different sub-groups of Maasai, who were responsible for the affairs of the tribe.

The British imposed various restrictions on raiding and warfare. Thus, the traditional authority of both Elders and Warriors was negatively affected.

The chiefs appointed by the Colonial Government accumulated wealth over time. They started to live in towns and involved in trades. Their family stayed back in villages to look after lands and animals.

The chiefs managed to survive the destructions of war and drought, as they had both pastoral and non-pastoral income.

The poor pastoralists did not have the resources to survive in bad times and thus, they were compelled to do odd jobs, like charcoal burners, workers in road and building construction, etc.

*The social change in Maasai society happened at two levels.*

- First, the traditional difference based on age between the Elders and Warrior was disturbed.
- Second, a new distinction between the wealthy and poor pastoralists was developed.

### Rituals to become Maasai Warrior

Maasai young men go through an elaborate ritual before they become warriors. They must travel throughout the section's region for about four months, ending with an ever t where they started to live in house surrounded with some land for .ultivation and became a raider who captured cattle of other groups.

During the ceremony, boys dress in loos· clothing and dance non-stop throughout the day. This cerer.ony is the transition into a new age. Girls are not required to go through such a ritual.

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## Conclusion

Pastoral communities in different parts of the world are affected in a variety of different ways by changes in the modern world. New laws and new borders affect the patterns of their movement.

*Postoralists adapt to these new changes in the following ways*

- They change the path of their annual movement.
- They reduce their cattle numbers.
- They pressurise for rights to enter new areas.
- They exert political pressure on the government for relief, subsidy and other forms of support.
- They demand a right in the management of forests and water resources.
- According to environmentalists and economists, pastoral nomadism is a form of life that is perfectly suited to many hilly and dry regions of the world.

### Check Point 03

1 Name some pastoral communities of Africa.
2 Which area was regarded as Maasai land before colonial rule?
3 Where did the Maasai cattle herders live?
4 In pure-colonial period, the Maasai society was divided into two categories viz, ..... and ..... .
5 ..... is a form of life that is perfectly suited to many hilly and dry regions of the world.

## TimeLine

| Year/Period | Event |
|---|---|
| In 19th century | Gujjar Bakarwals migrated to Jammu and Kashmir in search of pastures. |
| | Gaddi shepherds from Jammu and Kashmir came up to hills. |
| In mid-19th century | Grazing Tax was introduced. |
| 1850s | Right to collect tax auctioned out to contractors. |
| 1871 | British Government in India passed the Criminal Tribes Act. |
| 1885 | Maasailand was cut into half with an International boundary between British Kenya and German Tanganyika. |
| 1919 | Tanganyika came under British rule. |
| 1928 | Report of Royal Commission on agriculture. |
| 1933-34 | Severe drought in Maasailand. |
| 1947 | Raikas could not move to Sindh anymore after independence so migrated to Haryana. |
| 1961 | Tanganyika attained independence. |
| 1964 | Tanganyika united with Zanzibar to form Tanzania. |

## SUMMARY

- **Pastoralism** is a way of keeping animals and moving from one place to another in search of water and food.
- **Gujjar Bakarwals** migrated in 19th century to Kashmir crossing **Pir Panjal**. They shifted their grazing lands from highlands in summer to lower hills of Siwalik range in winter.
- **Gaddi shepherds** of Himachal Pradesh like Gujjar Bakarwals used to come down to the dry forest of Bhabhar in winter and went up to the high meadows of Bugyals in summer.
- **Dhangars** of Central Plateau Maharashtra were mainly shepherds, blanket weavers and buffalo herders.
- **Gollas, Kurumas** and **Kurubas** are cattle herders of dry Central Plateau of Karnataka and Andhra Pradesh.
- **Banjara** tribes were found in villages of Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh and Maharashtra, who also moved over long distance in search of Pastures.
- **Raikas** of Rajasthan combined cultivation with pastoralism as there was small and uncertain rainfall and the harvest was irregular in deserts of Rajasthan.
- **Criminal Tribe Act** of 1871 classified many communities of craftsmen, traders and pastoralists as Criminal tribes.
- British Government introduced **Grazing Tax**, which was auctioned out to contractors.
- The changes brought by laws of British Government reduced available area for pastureland. Thus, continuous grazing in same piece of land degraded the quality of pasture.
- To adapt to the changing circumstances, pastoralists reduced the number of cattle, discovered new pastures. Some even bought land and started settling down.
- The **Maasai** community lost about 60% of their land and were confined to arid zones due to Colonial laws, even though they dominated in economic and political fields in pre-colonial era.
- Maasai society was divided into **Elders** and **Warriors**.
- Pastoral communities are greatly affected by the new laws and new borders of the countries. But they are not redundant communities rather recognised as the perfectly suitable communities for many hilly and dry regions by environmentalists and economists.

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## Intext Questions

### On Page 104

**1** Write a comment on the closure of the forests to grazing from the standpoint of

(*a*) A forester

(*b*) A pastoralist

*Ans.* (*a*) **A forester** As a forester's duty is to ensure the conservation of forests, it is good that the forests have been closed for grazing. This will ensure proper growth of the vegetation and trees, so that the forest wealth will be maintained.

(*b*) **A pastoralist** Earlier our animals were grazing in the forest areas, where vegetation was plentiful. Now, as the forests are restricted for grazing, our animals have to be taken far away to find grass and vegetation for food. This has caused a lot of inconvenience, as managing our flock has become more difficult.

## Exercises

### Activities

**1** Imagine that it is 1950 and you are a 60 years old Raika herder living in post-independence India. You are telling your granddaughter about the changes which have taken place in your lifestyle after independence. What would you say?

*Ans.* After the independence, our life has changed a lot. Since now, there is not enough pasture for our animals to feed, we had to reduce the number of cattle in our herds.

We have to change our grazing ground also, as we are not allowed to go to Sindh and graze our camels on the banks of the river Indus because it is now a part of Pakistan. The political boundary between India and Pakistan prevents us to go there.

Then, we have found an alternative grazing ground in Haryana. In recent years, our cattle go there and can graze on agricultural fields after the harvests are cut. The animals also fertilise the soil with manure from their excreta.

Your father did not like a herder's life and decided to become a farmer. I gave him some money to buy a land and he bought the land. We built our present house in this land and your father is now cultivating foodgrains in the remaining parts of the land.

Now we became a farmer community.

I think you will have a much better life that what your father had. I hope you will be serious about your studies and do well in your life. Your father tries to give you all the facilities which he did not get. You must respect his sacrifice and try to achieve something in your life.

**2** Imagine that you have been asked by a famous magazine to write an article about the life and customs of the Maasai in pre-colonial Africa. Write the article, giving it an interesting title.

*Ans.* **Peculiarities of Maasai Culture**

The word Maasai means 'My People' ('Maa' means 'My' and 'Sai' means 'People' in their language). They are traditionally nomadic people. Their society is divided into two parts–Elders and Warriors.

The Elders belong to the higher age group and decide on the affairs of the community by meeting as a group and also settle disputes. The Warriors are the younger group who were responsible for the protection of the tribes. They also organise cattle raids when it is required.

Since cattle are their wealth, these raids assume importance, as in this way, they are able to assert their power over other pastoral groups. However, the Warriors are subject to the authority of the Elders.

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**3** Find out more about the life of some of the pastoral communities marked in figures A and B.

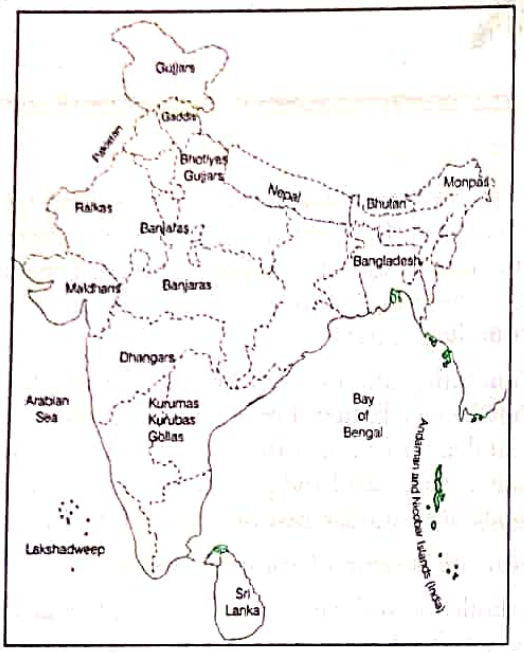


Figure A

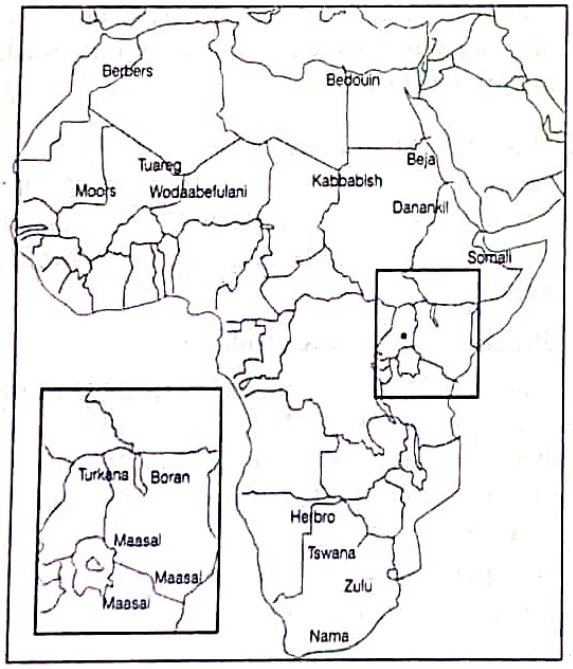


Figure B

*Ans.* **Figure A (Indian Tribes)**

***Maldharis*** They are nomadic tribal herdsmen who live in the Gujarat state of India. The literal meaning of Maldhari is 'owner of animal stock'. They are notable as the traditional dairymen of the region and once supplied milk and cheese to the palaces of Rajas.

***Monpas*** They live in Arunachal Pradesh. They are also one of the 56 officially recognised ethnic groups in China. Their language belongs to the Tibeto- Burman family and is written in Tibetan script. There are six sub-groups of Monpas. They adopted Tibetan Buddhism.

**Figure B** (African Tribes)

***Nama Tribe*** They are an African ethnic group of South Africa, Namibia and Botswana. In general, the Nama practice a policy of communal land ownership. The Nama have a culture that is rich in the musical and literary abilities of its people. Traditional music, folk tales, proverbs and praise poetry have been handed down for generations and form the base for much of their culture. They are also known for handicrafts like leather work, jewellery, clay pots, etc.

***Zulu Tribe*** The Zulu tribes are the largest South-African ethnic group, with an estimated 10-11 million people. Their language 'Zulu' is a Bantu language. Under apartheid, they were classed as third class citizens and suffered from state-sanctioned discrimination. But now, they are enjoying equal rights alongwith all other citizens. Most Zulu people are Christian.

**Note** The students can search about more Indian and African Tribal communities mentioned in the map.

## Questions

**1** Explain why nomadic tribes need to move from one place to another. What are the advantages to the environment of this continuous movement?

*Ans.* Nomads are people who do not live in one place but move from one area to another to earn their living. They have to move from one place to another as their main occupation is cattle rearing for which they need availability of water and pastures for grazing their animals.

When the pastures get depleted, they move to another place with their animals, looking for pasture and water. When the water and pastures get depleted, they move again and keep repeating the cycle.

**Advantages to the Environment**

(*i*) The movement of the nomads allows the pasture to regrow and recover.

(*ii*) It helps to protect the ecology of the environment.

(*iii*) It prevents the overuse of pastures.

(*iv*) The cattle dung is a good source of manure, that raises the fertility of the soil.

**2** Discuss why the Colonial Government in India brought in the following laws. In each case, explain how the law changed the lives of the pastoralists.

(*a*) Wasteland Rules (*b*) Forest Acts
(*c*) Criminal Tribes Act (*d*) Grazing Tax

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*Ans.* (a) **Wasteland Rules** According to these rules, all uncultivated land is considered as wasteland. To the colonial officials, all uncultivated land appeared to be unproductive. Therefore, grazing lands were also considered as wastelands as they produced neither revenue nor agricultural produce. The Colonial Government wanted to bring the grazing lands under cultivation so that they could get revenue and agricultural goods from this land.

**Effects of the Wasteland Rules** According to Wasteland Rules, the uncultivated lands were taken over and given to select individuals who were granted concessions and encouraged to settle these lands. Therefore, expansion of cultivation inevitably meant the decline of pastures and created problems and hardships for the pastoralists.

(*b*) **Forest Acts** Through the Forest Acts, the forests were divided into two categories: Reserved Forests and Protected Forests.

**Effects of the Forest Acts** Pastoralists could no longer remain in an area even if forage was available. They could enter only by getting a permit for entry. If they overstayed the specified period of time, they were liable to fines. Their lives became difficult and full of hardships. Their traditional rights were severely restricted.

(*c*) **Criminal Tribes Act** In 1871, the Colonial Government passed the Criminal Tribes Act. By this act, many communities of craftsmen, traders and pastoralists were classified as Criminal Tribes. They were stated to be criminal by nature and birth.

**Effects of Criminal Tribes Act** After this act was enforced, nomadic communities were expected to live only in notified village settlements. They were not allowed to move out without a permit. The village police kept a continuous watch on them. They could no longer move from one place to another.

(*d*) **Grazing Tax** The Grazing Tax in India was introduced by the Colonial Government in the mid-19th century. Pastoralists had to pay tax on every animal they grazed on the pastures. The tax per head of cattle went up rapidly and the system of collection was made increasingly efficient.

**Effects of the Grazing Tax** To enter a grazing tract, pastoralists had to show the pass and pay the tax. Pastoralists had to pay tax on every animal they grazed on the pastures. The tax went up rapidly. So, the economic hardship of the pastoralists increased.

**Note** In the examination, this question will not be asked completely. Only its one or two sub-parts will be asked.

**3 Give reasons to explain why the Maasai community lost their grazing lands.**

*Ans.* *The Maasai tribes lost their grazing land because*

(*i*) European countries tried to possess territories in Africa and sliced up the region into different colonies. In 1885, Maasailand was cut into half with an international boundary between British Kenya and German Tanganyika.

(*ii*) The grazing lands were taken over for white settlement and the Maasais were pushed into a small area in South Kenya and North Tanganyika. The Maasais lost about 60% of their pre-colonial lands.

(*iii*) Encouragement was given by the British Colonial Government in East Africa to peasant communities to expand cultivation and pasture lands were converted into cultivated fields.

(*iv*) Large areas of grazing land were also turned into game reserves like the Maasai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania. Pastoralists were not allowed to enter these reserves.

**4 There are many similarities in the way in which the modern world forced changes in the lives of pastoral communities in India and East Africa. Write about any two examples of changes which were similar for Indian pastoralists and the Maasai herders.**

*Ans.* *Following are the similarities between Indian pastoralists and Maasai herders*

(*i*) Both India and East Africa were under the control and dominance of the European colonial powers with similar intentions and objectives. In both places, the pastoral communities lost their pasture land because the colonial powers took control of these pastures and brought them under cultivation.

(*ii*) Both in India and East Africa, forest laws were made and the pastoralists were not permitted to use the forests for grazing their animals or taking out forest produce. The mobility of the pastoralists was severely restricted whereby fodder was in short supply and feeding the cattle became a persistent problem. Many of them were thereby forced to give up their old mode of occupation.

(*iii*) Both in India and Africa, Grazing Tax was imposed on the pastoralists. All these created a lot of hardship for the pastoral communities of India and Africa.

*Two example of changes which were similar for Indian pastoralists and the Maasai herders are*

(*i*) Both the pastoralists took other professions to survive, e.g. wage labourers.

(*ii*) Both the pastoralist lost their cattle due to the Forest Acts.

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## Objective Type Questions

### Multiple Choice Questions

**1** Who are the pastoral nomadic communities of Jammu and Kashmir?
(a) Gujjar Bakarwals (b) Gaddi shepherds
(c) Bhotiyas (d) Sherpas

*Ans.* (a) Gujjar Bakarwals

**2** The Gujjar Bakarwals begin their Northern march for the summer grazing ground in the month of April. How do they begin their journey?
(a) By forming 'Kafila'
(b) By forming 'Dangal'
(c) By forming 'large group'
(d) None of these

*Ans.* (a) By forming 'Kafila'

**3** What is a mandap?
(a) Living place and work place of Gujjar cattle herders
(b) Gaddi shepherd's work place
(c) Sherpa's work place
(d) None of the above

*Ans.* (a) Living place and work place of Gujjar cattle herders

**4** Define the Bugyal.
(a) A dry forest area
(b) Vast meadows in the high mountains
(c) High mountains in desert
(d) None of the above

*Ans.* (b) Vast meadows in the high mountains

**5** Bhabar is a dry forested area below the foothills of
(a) Jammu and Kashmir (b) Himachal Pradesh
(c) Garhwal and Kumaun (d) None of these

*Ans.* (c) Garhwal and Kumaun

**6** The continuous movement of the pastoral community helps in
(a) recovery of pasture
(b) commercial activity
(c) reduction in demand of houses
(d) None of the above

*Ans.* (a) recovery of pasture

**7** Nomadic tribes need to move from one place to another because of
(a) because of seasonal changes
(b) in search of pastures
(c) to maintain ecological balance
(d) All of the above

*Ans.* (b) in search of pastures

**8** The Dhangar shepherds stayed in the central plateau of Maharashtra during the
(a) winter (b) summer (c) monsoon (d) autumn

*Ans.* (c) monsoon

**9** Rights that people used by custom and tradition is known as
(a) formal rights (b) customary rights
(c) social rrghts (d) personal rights

*Ans.* (b) customary rights

**10** To colonial officials, all uncultivated land appeared to be
(a) unproductive (b) wastage
(c) barren (d) None of these

*Ans.* (a) unproductive

**11** Forests which produced commercially valuable timber like deodar or sal were declared
(a) protected (b) commercial
(c) reserved (d) None of these

*Ans.* (c) reserved

**12** British officials were suspicious of
(a) mobile craftsmen
(b) traders who hawked their goods in villages
(c) pastoralists
(d) All of the above

*Ans.* (d) All of the above

**13** When did the Colonial Government in India passed the Criminal Tribes Act?
(a) In 1850 (b)In 1871 (c) In 1875 (d) In 1890

*Ans.* (b) In 1871

**14** When was grazing tax introduced in India?
(a) In the mid-nineteenth century
(b) In the eighteenth century
(c) In the nineteenth century
(d) None of the above

*Ans.* (a) In the mid-nineteenth century

**15** Consider the statements and choose the incorrect option.
(a) The Raikas combined cultivation with pastoralism.
(b) During monsoons, the Raikas stayed in their home villages, where pasture was available.
(c) The Maru Raikas herded camels, sheep and goat.
(d) The settlements of Maru Raikas were known as Mandaps.

*Ans.* (d) The settlements of Maru Raikas were knowns as Mandaps.

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## Match the Following

**16**

| | List I | | List II |
|---|---|---|---|
| A. | Work place for Gujjar | 1. | Dhars |
| B. | A hill bamboo | 2. | Mandap |
| C. | High meadows | 3. | Ringal |

**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 1 | 2 | 3 |
| (c) | 2 | 1 | 3 |

| | A | B | C |
|---|---|---|---|
| (b) | 2 | 3 | 1 |
| (d) | 3 | 2 | 1 |

*Ans.* (b)

**17**

| | List I | | List II |
|---|---|---|---|
| A. | A dry forested area below the foot hills of Garhwal and Kumaon | 1. | Bhabar |
| B. | Vast meadows in the high mountains | 2. | Stubble |
| C. | Lower ends of grain stalks left in the ground after harvesting | 3. | Buggal |

**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 1 | 3 | 2 |
| (c) | 2 | 1 | 3 |

| | A | B | C |
|---|---|---|---|
| (b) | 3 | 1 | 2 |
| (d) | 2 | 3 | 1 |

*Ans.* (a)

**18**

| | List I | | List II |
|---|---|---|---|
| A. | Maasailand was cut in to half | 1. | 1919 |
| B. | Tanganyika came under British control | 2. | 1964 |
| C. | Formation of Tanzania | 3. | 1885 |

**Codes**

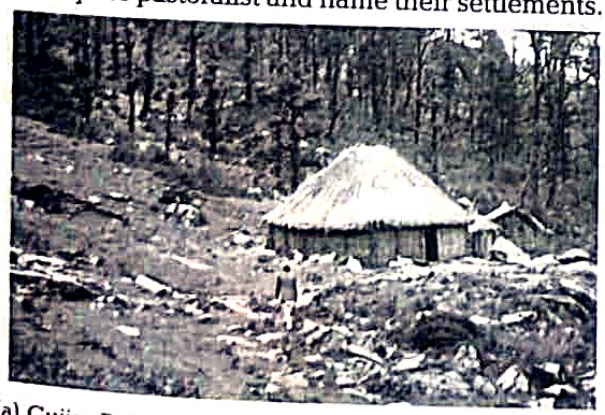
| | A | B | C |
|---|---|---|---|
| (a) | 1 | 2 | 3 |
| (c) | 3 | 1 | 2 |

| | A | B | C |
|---|---|---|---|
| (b) | 3 | 2 | 1 |
| (d) | 2 | 1 | 3 |

*Ans.* (c)

## Picture Based Questions

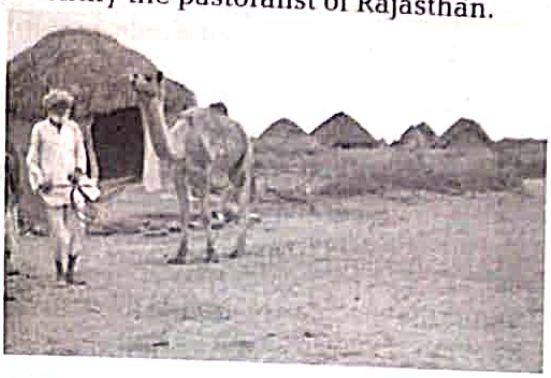
**19** Identify the pastoralist and name their settlements.



(a) Gujjar Bakarwals, Mandap
(b) Gaddi Shepherds, Mandap
(c) Bhotiyas, Kafila
(d) Sherpas, Kafila

*Ans.* (a) Gujjar Bakarwals, Mandap

**20** Identify the pastoralist of Rajasthan.



(a) Banzaras
(b) Kurumas
(c) Maru Raikas
(d) Raikas

*Ans.* (c) Maru Raikas

**21** Identify the pastoralist.

(a) Maasai of Africa
(b) Zulu of Africa
(c) Somali of Africa
(d) Kabbabish of Africa

*Ans.* (a) Maasai of Africa

## Fill in the Blanks

**22** By the ....., the government began collecting taxes directly from the pastoralists.

*Ans.* 1880s

**23** In ....., the world's over half of the pastoral communities live.

*Ans.* Africa

**24** The Maasai cattle herders live in ..... .

*Ans.* East Africa

**25** The word 'Maasai' mean ..... .

*Ans.* My people

**26** Before colonial times, Maasailand stretched over a vast area from North Kenya to the steppes of Northern ..... .

*Ans.* Tanzania

**27** In the year, ....., Maasailand was cut into half with an international boundary between British Kenya and German Tanganyika?

*Ans.* 1885

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**28** In ..... the Maasai pastoralists dominate their land both economically and politically?

*Ans.* pre-colonial times

**29** The Samburu National Park is located at .....

*Ans.* Kenya

**30** The pastoral community Raikas are found in ..... .

*Ans.* Barmer, Jaisalmer, Jodhpur, Bikaner

**31** Rights that people are used to by custom and tradition is known as ..... .

*Ans.* (c) Customary rights

## Correct and Rewrite

**32** In Garhwal and Kumaon, the Gujjar cattle herders came down to the dry forests of the bugyals in the winter and went up to the high meadows the bhabar in summer.

*Ans.* In Garhwal and Kumaon, the Gujjar cattle herders came down to the dry forests of the bhabar in the winter and went up to the high meadows the bugyals in summer.

**33** Dhangars are an important pastoral community of Madhya Pradesh.

*Ans.* Dhangars are an important pastoral community of Maharashtra.

**34** In 1870, the Colonial government in India passed the Criminal Tribes Act.

*Ans.* In 1871, the Colonial government in India passed the Criminal Tribes Act.

**35** In 1880, Maasailand was cut into half with an International boundary between British Kenya and German Tanganyika.

*Ans.* In 1885, Maasailand was cut into half with an International boundary between British Kenya and German Tanganyika.

## Assertion/Reason

**36** **Assertion** (A) No pastoralists are allowed to access 'reserved forests'.
**Reason** (R) 'Reserved forests' produces commercially valuable timber, viz, deodar, sal, etc.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

**37** **Assertion** (A) The British Colonial Government in East Africa encourage local peasant communities to expand cultivation.
**Reason** (R) Large areas of grazing land were turned into game reserves like the Maasai Mara and Samburu National Park.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false but R is true

*Ans.* (b) Both A and R are true but R is not the correct explanation of A

## Very Short Answer Question

**38** How do you define nomadic pastoralists?

*Ans.* Nomadic pastoralists are people who move from one place to another with their herds to earn a living.

**39** What is Kafila?

*Ans.* Kafila is a group of people of several household, who move together in the journey.

**40** Name the state from which Gaddi shepherds hail.

*Ans.* Gaddi shepherds hail from the state of Himachal Pradesh.

**41** Name some pastoral communities of the Himalayas.

*Ans.* Bhotiyas, Gujjar Bakarwals, Gaddi and Kinnauris are some pastoral communities of the Himalayas.

**42** In which state Dhangars are found?

*Ans.* Dhangars are an important pastoral community of Maharashtra.

**43** What is kharif crop?

*Ans.* The autumn crop, usually harvested between September and October is known as kharif crop.

**44** What is rabi crop?

*Ans.* The spring crop, usually harvested after March is known as rabi crop.

**45** What is stubble?

*Ans.* Lower ends of grain stalks left in the ground after harvesting is known as stubble.

**46** Name any three states where Banjaras were found.

*Ans.* Banjaras are nomadic herders found in Uttar Pradesh, Punjab and Rajasthan.

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**47** Who are Raikas?

*Ans.* The Raikas are a pastoral community of Rajasthan.

**48** Which tax was imposed by British colonists on pastoralists?

*Ans.* Grazing Tax was imposed by colonists on pastoralists.

**49** How could Maasai warriors prove their manliness?

*Ans.* Massai young men came to be recognised as members of the Warrior class when they proved their manliness by raiding the cattle of other pastoral groups and participating in wars.

**50** Name some pastoral communities of Africa.

*Ans.* Some pastoral communities of Africa are Bedouins, Berbers, Maasai, Somali, Boran and Turkana.

## Short Answer (SA) Type Questions

**1** Explain the annual movement of the Gujjar Bakarwals.

*Ans.* The Gujjar Bakarwals of Jammu and Kashmir are great herders of goat and sheep.
*The annual movement of these herders is discussed below*

(*i*) In winter, they live with their herds in the low hills of the Shiwalik range. The dry scrub forests provide good grazing grounds for their herds.

(*ii*) In summer, they cross the Pir Panjal passes and enter the Kashmir valley. They graze their cattle on the lush green mountain sides, covered with a variety of grasses.

(*iii*) At the onset of winter, the Bakarwals move again back to their winter pastures.

**2** Where did the Gaddi shepherds live? Describe the seasonal movement of the Gaddis.

*Ans.* The Gaddi shepherds of Himachal Pradesh spend their winter in the low hills of Shiwalik range, grazing their flocks in the scrub forests.
*The seasonal movement of the Gaddis are*

(*i*) By April, they moved North and spent the summer in Lahul and Spiti. When the snow melted and the high passes were clear, many of them moved onto higher mountain meadows.

(*ii*) By September, they began their return movement. On the way, they stopped in the villages on Lahul and Spiti, reaping their summer harvest and sowing their winter crops. Then, they descended with their flock to their winter grazing ground on Shiwalik hills.

(*iii*) Next April, again they start their march with their animals, to the summer meadows.

**3** What is the difference between the annual movement of the Gollas of Karnataka and Andhra Pradesh from the Gujjar Bakarwals of Jammu and Kashmir?

*Ans.* The movement of Gollas of Andhra Pradesh and Karnataka revolve around the arrival and departure of monsoon.
In the dry season, they move to the coastal tracts and leave when the rains come.
On the other hand, the movement of the Gujjar Bakarwals revolve around cold and hot seasons. During winters, when high mountains are covered with snow they move to low hills and in summer, they once again move towards the high altitudes.

**4** Who were Dhangars and what were their occupations? Why were they continuously on the move? Explain how the pattern of cyclical movement of Dhangars defined by the changing weather.

*Ans.* Dhangars were an important pastoral community of Maharashtra. Most of the Dhangars were shepherds, blanket and wool weavers and still others were buffalo herders. They were continuously on the move in search of pasture for their cattle.

*Their pattern of cyclical movement according to changing weather is discussed below.*

- They stayed in the Central plateau of Maharashtra during the monsoon. This was a semi-arid region with low rainfall and poor soil, only bajra could be grown here. In the monsoon, this tract became a vast grazing ground for their cattle.
- By October, the Dhangars harvested their bajra and started on their move and reached Konkan. Their cattle manured the fields and fed on the stubble.
- With the onset of monsoon, they returned back to their own settlement in dry plateau.

**5** What was the occupation of the pastoral communities of Karnataka and Andhra Pradesh?

*Ans.* The pastoral communities of Andhra Pradesh and Karnataka were the Gollas, Kurumas and Kurubas who herded cattle raised sheep and goats and sold woven blankets. Among them, the Gollas herded cattle.

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The Kurumas and Kurubas lived near the woods and cultivated small patches of land. They took care of their herds and indulged in a variety of petty trades.

**6** (a) Who were the Banjaras and name any two states where they were found ?

(b) Name a pastoral community of Rajasthan.

*Ans.* (*a*) Banjaras were nomadic people who used to move from one region to another in search of good pasture land for their cattle. They moved over long distances, selling plough cattle and other goods to villagers. They were found in Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh and Maharashtra.

(*b*) A pastoral community of Rajasthan were the Raikas. The uncertainty and meagre rainfall in the desert region led to fluctuating harvests. This situation forced the Raikas to combine both cultivation and pastoralism as means of profession.

**7** Describe the life of Raikas Community of Rajasthan.

*Ans.* The Raikas were found in the deserts of Rajasthan. The rainfall in the region was uncertain and poor. Hence, the Raikas combined cultivation with pastoralism.

During the monsoons, the Raikas of Barmer, Jaisalmer, Jodhpur and Bikaner stayed in their home villages, where pasture was available.

By October, when these grazing grounds were dry, they moved out in search of other pasture and water and returned again during the next monsoon.

One group of Raikas, known as the Maru (desert) Raikas, herded camels and another group reared sheep and goat. They mainly lived in Thar desert near Jaisalmer and their settlement is known as 'dhandi'.

**8** Why did Raikas combine cultivation with pastoralism? Explain any two reasons.

*Ans.* *Raikas combined cultivation with pastoralism because*

(*i*) They lived in the deserts of Rajasthan. Over vast stretches of this region, no crop could be grown.

(*ii*) Every year harvests fluctuated on cultivated land. As agriculture was not sufficient for their livelihood, the Raikas moved out in search of pastures for their cattles which included camels, sheep and goat.

**9** What factors had to be kept in mind by the pastoralists in order to survive?

*Ans.* *In order to survive, the pastoralists took the following steps*

(*i*) They had to judge how long the herds could stay in one area and know where could they find water and pasture.

(*ii*) They needed to calculate the timing of their movements and ensure the path from where they could move through different territories.

(*iii*) They also had to develop a relationship with farmers on the way so that the herds could graze in harvested fields in turn providing manure to the soil.

(*iv*) They had to combine a range of different activities like cultivation, trade and herding to make their living.

**10** Explain some factors responsible for the annual movement of the Dhangars.

*or* Examine the migration pattern of the Dhangar community of Maharashtra. Under what condition do they return to their homeland?

*Ans.* Dhangar was an important pastoral community of Maharashtra. They stayed in the central plateau of Maharashtra during monsoon.

*The factors responsible for their annual movement are discussed below*

- In the monsoon, this Central Plateau became a vast grazing ground for the Dhangar flocks. Dhangars moved from here during October-November due to shortage of fodder.
- They moved to Konkan which is a flourishing agricultural tract with high rainfall and rich soil. The locals or Konkani peasants welcomed Dhangars as their fields had to be fertilised and made ready for the rabi harvest.
- Dhangar flocks manured the fields and fed on the stubble. The Konkani peasants also gave supplies of rice which the Dhangar shepherds took back to the plateau where grain was scarce.
- In the monsoon the Dhangars left the Konkan and the coastal areas with their cattles and returned to their dry settlements.

**11** Mention three ways in which colonialism affected the lives of the pastoralists in India.

*Ans.* Under Colonial rule, the lives of the pastoralists in India changed dramatically. *The following points state effect of Colonial rule on pastoralists*

(*i*) The grazing grounds of pastoralists shrank.

(*ii*) Their movement was regulated and they had to pay taxes for each animal.

(*iii*) Their agricultural stock declined and their trades and crafts were adversely affected.

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**12** How did drought affect the life of pastoralists?

*Ans.* *Drought affects the life of pastoralists everywhere in the following ways*

- In ancient time, nomadism allowed the pastoralists to survive in bad times and avoid crisis.
- During drought, the pastoralists moved to areas where forage was available.
- Later the movements of the pastoralists were regulated and they were forced to live in semi-arid tracts prone to frequent droughts due to the different Forest Acts.
- As a result, many cattle died out of starvation as limited pasture was available for them. e.g. The drought in Kenya reduced the Maasai cattle population to half what it was prior to drought.
- The pastoralists lost their source of income and some bought land and settled in villages and other combined cultivation with pastoral activities.

**13** Describe any three features of the life of African pastoralists.

*Ans.* Over half of the world's pastoral population lives in Africa.

*The three features of the life of African pastoralists are*

(*i*) Some important pastoral communities of Africa include Bedouins, Berbers, Maasai, Somali, Boran and Turkana, etc. Most of them live in the semi-arid grasslands or arid deserts where rainfed agriculture is difficult.

(*ii*) They raise cattle, camels, goats, sheep and donkey. Their main occupation is selling milk, meat, animal skin and wool.

(*iii*) They also earn through trade and transport, some types of agricultural activities and also variety of odd jobs. By doing all these jobs, the pastoralists are trying to supplement their meagre and uncertain earnings from pastoralism.

**14** Why did the cattle stock of the Maasai's decrease under colonial rule?

*Ans.* *The cattle stock of the Maasai decreased under colonial rule for the following reasons*

(*i*) In the 19th century, Maasai tribes could move over vast areas in search of pastures. From the late 19th century, the Colonial Government began imposing various restrictions on their mobility. The Maasais were bound down to a fixed area.

(*ii*) They were cut off from the best grazing lands and forced to live within a semi-arid tract prone to frequent droughts. Since, they could not shift their cattle to places where pastures were available, large numbers of Maasai cattle died of starvation and disease.

(*iii*) As the area of grazing lands decreased, the adverse effect of the drought increased. In just 2 years of severe drought 1933 and 1934, over half of the cattle of Maasai tribes died.

**15** What role did the permits issued by the Colonial Government play in the lives of the African pastoral groups?

*Ans.* The large grazing grounds of Africa were turned into cultivation field and game reserves. The pastoralists were pushed into small area. The permits issued by the colonical government played a significant role in lives of the African pastoralists.

*This can be explained in the following ways*

(*i*) The pastoralists were not allowed to move out with their stock without special permits. It was difficult to get permits without trouble and harrassment.

(*ii*) The permits specified the periods in which they could legally stay within a forest. If they overstayed, they were liable to fines.

(*iii*) Those found guilty of disobeying the rules were severely punished.

(*iv*) Further in many regions, they were prohibited from participating in any form of trade.

**16** Why did the British introduced 'Wasteland Rules'?

*Ans.* The British introduced wasteland rules, as they believed that all uncultivated land was unproductive. It produced neither revenue nor agricultural produce. It was seen as 'wasteland' that needed to be brought under cultivation.

From the mid-19th century, Wasteland Rules were enacted in various parts of our country. By these rules, uncultivated lands were taken over and given to selected individuals. These individuals were granted various concessions and encouraged to settle on these lands. Some of them were made headmen of villages in the newly cleared areas.

Wastelands gradually transformed into cultivated lands. The Colonial Government imposed tax on these lands and earned revenue from these lands.

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**17** (a) Why did the British Government classify forests as 'Reserved forests' and 'Protected forests'?

(b) Distinguish between 'Reserved forests' and 'Protected forests'.

*Ans.* (a) The British Government classified forests as 'Reserved' and 'Protected' under the Forest Act. The reason for this was that the Britishers believed that grazing destroyed the saplings and young shoots of trees and it further prevented new trees from growing.

(b) *The following points distinguish Reserved forests from Protected forests*

| Reserved Forests | Protected Forests |
|---|---|
| Reserved forests were the forests which produced commercially valuable timber, like deodar and sal. | Protected forests were the forests which produced non-commercial wood. |
| No pastoralist was allowed an access to the reserved forests. | In the protected forests, some customary grazing rights of pastoralists were granted, but their movements were severely restricted. |

**18** Read the following sources and answer the questions that follow.

**Source A Dhangars, an Important Pastoralist**

Dhangars were an important pastoral community of Maharashtra. In the early twentieth century their population in this region was estimated to be 4,67,000. Most of them were shepherds, some were blanket weavers, and still others were buffalo herders. The Dhangar shepherds stayed in the Central plateau of Maharashtra during the monsoon. This was a semi-arid' region with low rainfall and poor soil. It was covered with thorny scrub. Nothing but dry crops like bajra could be sown here: In the monsoon this tract became a vast grazing ground for the Dhangar flocks. By October the Dhangars harvested their bajra and started on their move West.

After a march of about a month they reached the Konkan. This was a flourishing agricultural tract with high rainfall and rich soil. Here the shepherds were welcomed by Konkani peasants. After the kharif harvest was cut at this time, the fields had to be fertilised and made ready for the rabi harvest, Dhangar flocks manured the fields and fed on the stubble.

The Konkani peasants also gave supplies of rice which the shepherds took back to the plateau where grain was scarce. With the onset of the monsoon the Dhangars left the Konkan and the coastal areas with their flocks and returned to their settlements on the dry lateau. The sheep could not tolerate the wet monsoon condition.

(*i*) Evaluate the effectiveness of the factor which influences the movement of Dhangars.

**Source B The Kurumas and Kurubas Pastoralists**

In Karnataka and Andhra Pradesh, again, the dry central plateau was covered with stone and grass, inhabited by cattle, goat and sheep herders. The Gollas herded cattle. The Kurumas and Kurubas reared sheep and goats and sold woven blankets. They lived near the woods, cultivated small patches of land, engaged in a variety of petty trades and took care of their herds.

Unlike the mountain pastoralists, it was not the cold and the snow that defined the seasonal rhythms of their movement: rather it was the alternation of the monsoon and dry season. In the dry season they moved to the coastal tracts and left when the rains came.

Only buffaloes liked the swampy, wet conditions of the coastal areas during the monsoon months. Other herds had to be shifted to the dry plateau at this time.

(*ii*) To what extent the occupation of the pastoralists of central plateau was influenced by the climate of the region?

**Source C Banzaras and their lifestyle**

Banjaras were yet another well-known group of graziers. They were to be found in the villages of Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh and Maharashtra. In search of good pastureland for their cattle, they moved over long distances, selling plough cattle and other goods to villagers in exchange for grain and fodder.

In the deserts of Rajasthan lived the Raikas. The rainfall in the region was meagre and uncertain. On cultivated land, harvests fluctuated every year. Over vast stretches no crop could be grown. So the Raikas combined cultivation with pastoralism. During the monsoons, the Raikas of Barmer, Jaisalmer, Jodhpur and Bikaner stayed in their home villages, where pasture was available. By October, when these grazing grounds were dry and exhausted, they moved out in search of other pasture and water and returned again during the next monsoon.

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One group or Raikas–known as the Maru (desert) Raikas-herded camels and another group reared sheep and goat.

(iii) The Raikas combined cultivation with Pastoralism. Explain.

Ans. (i) The factor which influences the movement of the Dhangars is the onset of the monsoon. They stayed in the semi-arid region of the central plateau. During monsoon, this region became a grazing ground for the cattle and the Dhangars stayed there. By October, the Dhangars went to the Konkan and coastal area with their cattles and they left the Konkan and coastal area with the onset of monsoon and returned back to the dry central plateau of Maharashtra.

(ii) In the dry Central plateau of South India, viz in Karnataka and Andhra Pradesh, pastoralists like the Gollas, the Kurumas and the Kurubas live. They reared sheep and goat. They lived near the woods. They cultivated small patches of land. There was a little scope for them to cultivate in large scale as the area was dry. They also engaged in a variety of petty trades, viz, selling woven blankets.

(iii) The Raikas lived in Rajasthan where rainfall is scanty and uncertain. So their cultivation fluctuated according to rainfall. They moved over long distances, selling plough cattle and other goods. They combined cultivation with pastoralism for maintenance of their livelihood.

## Long Answer (LA) Type Questions

**1** How did the pasture lands decline in India? Describe the impact of the shortage of pasture land on the lives of pastoralists.

Ans. *The pasture lands declined in India in the following ways*

(i) The British Government considered all uncultivated land as unproductive. They wanted to transform all grazing lands into cultivated farms. Land revenue was the main source of its finance. So to increase its revenue, the British Government brought the pastures under cultivation.

(ii) The Colonial Government passed the 'Wasteland Rules'. By these rules, uncultivated lands were taken over and given to selected individuals for cultivation which further led to decrease in pasture lands.

(iii) By the mid-19th century, various Forest Acts were implemented in the different provinces of India. This also led to decline in pasture lands as by these acts, forests were classified as 'Reserved' and 'Protected'.

(iv) No pastoralist was allowed to access to the 'Reserved' forests. In 'Protected' forest, some customary grazing rights of pastoralists were granted but their movement was severely restricted.

*The decline of pasture lands had a deep impact on the life of pastoralists in following ways*

(i) They were expected to live only in notified village settlements.

(ii) The village police was to keep strict watch on them.

(iii) They reduced the number of cattle in their herd.

(iv) Some richer pastoralists bought land and settled down and gave up their nomadic life. The poor pastoralists became labourers working on fields or in small towns.

**2** What are some of the problems that pastoralists face in the modern world? How have these groups adapted to the new times?

Ans. *The problems faced by the pastoralists in modern world are*

(i) In the modern world, the life of pastoralists changed largely. Their grazing grounds shrank, their movements were regulated and the revenue they had to pay was increased.

(ii) Colonial powers thought all uncultivated land as unproductive. Thus, Wasteland Rules were enacted and by these rules uncultivated lands were taken over and used for cultivation. The expansion of cultivation led to the decline of pastures for the cattle.

(iii) Various Forests Acts prevented the pastoralists from entering many forests that had provided forage for their cattle. Even they had to pay taxes on every animal they grazed.

*The pastoralist have adapted the new times in the following ways*

(i) Some reduced the number of cattle in their herds as there was not enough pasture to feed them.

(ii) Others changed their path by discovering new pastures, as movement to old grazing grounds became difficult.

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(iii) Some rich pastoralists bought land and settled down and gave up their nomadic life.

(iv) Some became settled peasants by cultivating land others became trader. Many poor pastoralists became labourers by working or fields or in small towns.

**3** How did the pastoralists cope with the serious shortage of pastures? Explain.

*Ans.* There is a shortage of pastures when the grazing lands were taken over and turned into cultivated field under the colonial rule.

*The pastoralists reacted to this shortage in the following ways*

(i) Some pastoralists reduced their number of cattle as there was not enough pasture to feed them. Others discovered new pastures, when old grazing areas were not available.

(ii) After 1947, the Raikas could no longer move to Sindh. The new political boundaries between India and Pakistan stopped their movement, now they have been migrating to Haryana.

(iii) The rich pastoralists bought land and gave up their nomadic life. Some became peasants while others became traders. Some poor pastoralists became labourer working on fields or in small towns.

(iv) Inspite of all these difficulties pastoralists not only continue to survive in many areas, their numbers have expanded over recent decades. Pastoralists combined pastoral activity with other forms of income and adapted to the changes in the modern world.

**4** How did restrictions on pasture lands affect the animal stock?

*Ans.* *The restrictions on pasture lands affected the animal stock in the following ways*

(i) The Forest Act changed the lives of pastoralists to a great extent. The pastoralists were now prevented from entering many forests that provided valuable forage for their cattle in earlier times.

(ii) The pastoralists needed a permit for entry in the forests. In most pastoral tracts of India, Grazing Tax was imposed. The timing of their entry and departure was specified and the number of days they could spend was also limited. The number of cattle and the amount of tax were entered on the pass.

(iii) The pastoralist could no longer remain in the areas, even if forage was available sufficiently. They had to move according to the time limit mentioned in their permit. If they overstayed they had to give fines.

(iv) The over restriction of the movement of pastoralists created a shortage of forage for animals and the deterioration of animal stock. Underfed cattle died in large numbers during scarcities and famines.

**5** Why did the British clear forests and expand cultivation rapidly? Explain any three reasons.

*Ans.* Under the British rule, forests were transformed into agricultural lands, thus cultivation expanded rapidly.

*The reasons behind this were*

(i) According to colonial officials, forests were unproductive land, because they believed all uncultivated lands were unproductive. It produced neither revenue nor agricultural produce.

(ii) Uncultivated lands were seen as 'wasteland' By enacting the 'Wasteland Rules', uncultivated lands were taken over and given to selected individuals. These individuals were given various concessions.

(iii) The colonial rulers wanted to rule over a settled population. They wanted the rural people to live in villages, in fixed places and have fixed rights on particular fields. So, they cleared the forests and made these as village settlements.

**6** Explain the main provisions of the Forest and Criminal Tribes Acts. How did they affect the life of the pastoralists?

*Ans.* *The main provisions of Forest Act are*

(i) Some forests which produced commercially valuable timber like deodar or sal were declared 'Reserved' and no pastoralist was allowed to these forest.

(ii) Other forests were classified as 'Protected' where some customary grazing rights of Pastoralists were granted. But their movement was strictly restricted by providing permits where the timings of entry and departure were mentioned. The Pastoralist had to follow this rule.

*The Criminal Tribe Act had following provisions*

(i) Many communities of craftsmen, traders and pastoralist were classified as Criminal Tribes.

(ii) They were stated to be criminal by nature and birth.

(iii) They were expected to live only in notified village settlements and not allowed to move without permit.

(iv) The village police was to keep strict watch on them.

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*Impact of these acts on lives of pastoralists were as follows*

(*i*) The above acts lead to serious shortage of pastures.

(*ii*) Movement of cattle herders and shepherds was restricted so they had to feed on limited available stock.

(*iii*) Nomadic people had to continuously shift their places to suit the colonial rule and could not find enough pastures for their cattle.

(*iv*) Continuous use of same land for pasture, (as their movement was restricted), lead to deterioration of quality of pasture. Underfed cattle died in large number which affected the livelihood of pastoralist.

**7** What motivated the British Government to issue permit to Maasai herders? Describe the sudden change in the lives of pastoralist?

*Ans.* *The British government issued permit to the Maasai tribes for the following reasons*

(*i*) In pre-colonial era Maasai tribes had dominated agricultural and pasturelands. In 1885, Maasailand was divided between the British Kenya and German Tanganyika. The colonisers took over from the Maasai tribes the best grazing land and confined them into small arid zone with uncertain rainfall and poor pastures.

(*ii*) The British colonisers thought pastureland as unproductive and waste land. So they encouraged the local peasant communities to expand cultivation. Expansion of cultivation resulted into more revenue for the colonisers.

(*iii*) The British colonisers thought pastoralists as dangerous and savage and tried to minimise all contact with them.

Thus, Maasai were not allowed to move out without special permits. It was difficult to get permit and if they found guilty of disobeying the rules, they were strictly punished.

*The permit system affected the lives of pastoralist in following ways*

(*i*) Grazing land reduced and feeding cattle became very difficult.

(*ii*) Underfed cattle died which had negative impact on livelihood of Maasai herders.

(*iii*) They also lost valuable water resources for themselves and their cattle.

(*iv*) They were sometimes imprisoned without valid reasons.

(*v*) Restriction on their movement or entry to white areas not only affected their freedom of movement, but also their livelihood.

(*vi*) Maasai herders were expected to confine within semi-arid drought-prone area and frequent drought reduced the size of their cattle.

**8** Explain with examples the interdependence between the farmers and the pastoral nomads.

*Ans.* The Forests Act, Criminal Tribe Act, Wasteland Rules etc had negatively impacted the lives of pastoralism. But the Pastoralist had to adapt their lifestyle in accordance with their situation and their interdependence with the farmers made their life some how easy.

*This can be explained in the following ways*

(*i*) The pastoralist had set up relationship with the farmers in such a way that herds could graze in harvested field and manure the soil.

(*ii*) They also combined different types of activities like cultivation, trade and herding to make a good living. Some pastoralists like Gollas of Karnataka and Andhra Pradesh, cultivated a little ground and kept some part for their cattle and sold in the towns the produce of the dairy.

(*iii*) Pastoralists like Banjaras moved long distances, sold plough cattle and other goods to villagers in exchange for grain and fodder.

**9** 'Pastoralists were not allowed to enter the markets in white areas'. Explain its impact on the pastoralists of Africa.

*Ans.* From the late 19th century, the British colonisers started to impose various restrictions on the mobility of the pastoralists of Africa. They were not allowed to enter the markets in white areas.

*The impact of this restriction on the Pastoralists were*

(*i*) The pastoralists were prohibited from participating in any form of trade. This severely affected their economic conditions.

(*ii*) White settlers and European colonists saw pastoralists as dangerous and primitive. They tried to minimise all contact with the tribes. This severly affected the pastoral and trading activities of them.

(*iii*) The poor pastoralists did not have the resource to survive in bad times. They had to take odd jobs like charcoal burners, daily labourers in roads and building construction. Thus, white colonists needed black labours to bore mines, build roads and towns. Thus, they had to depend on pastoral community automatically.

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**10** Read the passage given below and answer the questions that follow.

Pastoralists reacted to these changes in a variety of ways. Some produced the number of cattle in their herds, since there was not enough pasture to feed large numbers. Others discovered new pastures when movement to old grazing grounds became difficult. After 1947, the camel and sheep herding Raikas, for instance, could no longer move into Sindh and graze their camels on the banks of the Indus, as they had done earlier. The new political boundaries between India and Pakistan stopped their movement. So they had to find new places to go. In recent years they have been migrating to Haryana where sheep can graze on agricultural fields after the harvests are cut. This is the time that the fields need manure that the animals provide.

Over the years, some richer pastoralists began buying land and settling down, giving up their nomadic life. Some became settled peasants cultivating land, others took to more extensive trading. Many poor Pastoralists, on the other hand, borrowed money from money lenders to survive.

At times they lost their cattle and sheep and became labourers, working on fields or in small towns. Yet, pastoralists not only continue to survive, in many regions. Their numbers have expanded over recent decades.

When, pasturelands in one place was closed to them, they changed the direction of their movement, reduced the size of the herd, combined pastoral activity with other forms of income and adapted to the changes in the modern world.

Many ecologists believe that in dry regions and in the mountains, pastoralism is still ecologically the most viable form of life.

(i) The pastoralists changed their life after the implementation of the Forest Acts in India-Explain by giving example.

(ii) After the partition, the life of some pastoralists changed. Justify?

(iii) Inspite of the implementation of the Forests Act, the number of pastoralists have increased in recent times. Explain.

*Ans.* (*i*) After the implementation of different Forest Act the lives of pastoralists changed. Some of them reduced the number of their cattle, others discovered new pastures for their cattle.

(*ii*) *After the partition, the life of some pastoralists are changed in the following ways*

(a) Some pastoralists had to change their path for pastureland. For example, Raika pastoralists could not go to Sindh as it became a part of Pakistan. Thus, instead of going there they had to go to Haryana for grazing land.

(b) Some pastoralists became wage labourers, after the scarcity of pasture land.

(*iii*) Inspite of the implementation of the Forest Act, the number of pastoralists have increased in recent times. *This can be explained in the following ways*

- The Pastoralists changed their direction of movement, reduced the size of the herd.
- Sometimes, they combined pastoral activity with other forms of profession.

In this way, by adapting new changes in the modern world the Pastoralists not only survive but also increase their number.

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# Self Assessment

## Objective Type Questions

1. After partition, where do the Raikas go for grazing cattle instead of Sindh?
(a) Himachal Pradesh (b) Maharashtra (c) Haryana (d) Gujarat

2. Where is Serengeti National Park located?
(a) Kenya (b) Tanzania (c) Uganda (d) Somalia

3. What are two main social categories of Maasai society?
(a) Elders and warriors (b) Elders and youngers
(c) Rich and poor (d) High caste and low caste

4. Match the following

| List I | List II |
|---|---|
| A. Gujjar Bakarwals | 1. Rajasthan |
| B. Gaddi Shepherds | 2. Himachal Pradesh |
| C. Banjaras | 3. Jammu and Kashmir |

**Codes**

| | A | B | C | | A | B | C |
|---|---|---|---|---|---|---|---|
| (a) | 3 | 2 | 1 | (b) | 1 | 2 | 3 |
| (c) | 3 | 1 | 2 | (d) | 2 | 3 | 1 |

5. **Assertion** (A) Gujjar Bakarwals of Jammu and Kashmir are great herders of goat and sheep.
**Reason** (R) They migrated to this region in the nineteenth century in search of pastures for their animals.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false but R is true

6. Why is the Raika community considered both pastoralist and cultivator?

7. Why did pastoral communities move from place to place?

8. What term is given to the dry forested area of Kumaon and Garhwal?

## Short Answer (SA) Type Questions

9. What are 'protected forests'?

10. What does the word 'Maasai' mean? Where are they found?

11. What restrictions were imposed by the Colonial Government on the African pastoralists?

12. Who are Gujjar Bakarwals and Gaddis? What are the similarities between them?

## Long Answer (LA) Type Questions

13. State any five ways in which the various laws passed by the British affected the Indian pastoralists.

14. Why did the pastoral nomads give up their traditional livelihood practices? Give any five reasons.

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CHAPTER

# 01

# India : Size and Location

## Chapter Syllabus

- Location
- Size
- India and the World
- India's Neighbours

## Location

India is a vast country located in the **Northern hemisphere**. Its mainland extends between **latitudes**[1] 8°4′ N and 37°6′ N and **longitudes**[2] 68°7′ E and 97°25′ E.

India is divided into almost two equal parts by the **Tropic of Cancer**[3] (23° 30′ N). It passes through the States of Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, West Bengal, Tripura and Mizoram.

**Andaman** and **Nicobar** islands are situated in South-East of mainland in the Bay of Bengal. **Lakshadweep** islands are situated in South-West of mainland in the Arabian Sea. These are the two groups of islands belonging to India.

**Note** *The Southernmost point of the Indian Union, 'Indira Point', got submerged under the sea water in 2004 during the Tsunami.*

## Size

- Area of India is 3.28 million sq km which occupies 2.4% of the total geographical area of the world.
- India is the **seventh largest country** of the world, after Russia, Canada, USA, China, Brazil and Australia.
- India has a land boundary of about 15200 km.
- The total length of its **coastline**[4] of the mainland including Andaman and Nicobar and Lakshadweep islands is about 7516.6 km.

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1 **Latitudes** The positions North or South of the equator, measured from 0° to 90°, they run horizontally.
2 **Longitudes** The position on the Earth's surface to the East or West of the Greenwich near London in England, they run vertically.
3 **Tropic of Cancer** A latitude at 23°30′N. South of this is considered the tropical zone and North is sub-tropical.
4 **Coastline** A line that forms the boundary between the land and the ocean or a sea where land meets the sea or ocean.

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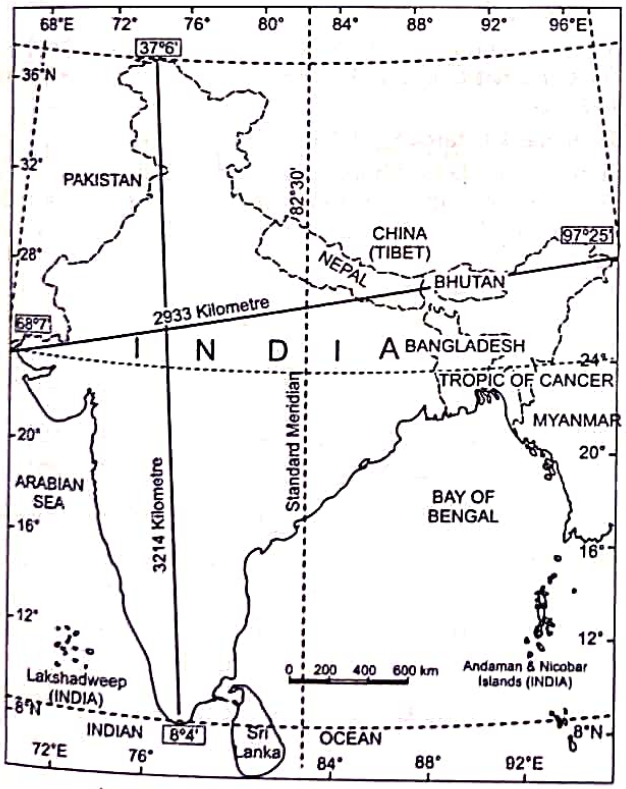
## Extent

- India is bounded by young **fold mountains**[5] in the North-West, North and North-East.
- India's landmass begins to taper (forms a cone shape) from the South of about 22° North latitude.
- India's landmass extends towards the Indian ocean and divides it into Arabian sea in West and the Bay of Bengal in East.
- The latitudinal and longitudinal extent of the mainland is about 30° but the East-West extent appears smaller than the North-South extent.
- The North-South distance is 3214 km while the East-West distance is 2933 km.

## Indian Standard Time (IST)

- There is a time lag (period of time) of almost two hours between Gujarat in the West and Arunachal Pradesh in the East. Hence, time along the **Standard Meridian**[6] of India (82°30' E) passing through Mirzapur (in Uttar Pradesh) is taken as **Indian Standard Time**[7] (IST) for the whole country.
- The latitudinal extent influences the duration of day and night as one moves from South to North.




India : Extent and Standard Meridian

### Check Point 01

1. The latitudinal extent of India is ..... to ..... .
2. Name the Southernmost point of the Indian Union.
3. Which type of mountains bounded India in the North-West, North and North-East?
4. Name any four states through which the Tropic of Cancer passes.

## India and the World

India occupies a major part of South Asia. It is centrally located between the East and the West Asia. India is a Southward extension of the Asian continent.

The Trans Indian Ocean routes, which connect the countries of Europe in the West and the countries of East Asia, provide a strategic Central location to India.

The Deccan Peninsula extends towards the Indian ocean, helping India to establish close contact with West Asia, Africa and Europe from the Western coast and with South-East and East Asia from the Eastern coast.

India has the **longest coastline** on the Indian ocean as compared to other countries. Due to this reason, the Indian ocean is named after India.

**Note** *Due to the opening of Suez Canal in 1869, India's distance from Europe has been reduced by 7000 km.*

## India's Contact with the World

India's contacts with the world have continued through the ages, but its relationships through the land routes are much older than its maritime contacts. The various passes across the mountains in the North have provided passages to the ancient travellers while oceans restricted such interactions.

*Some examples are*

- The ideas of the *Upanishads* and the *Ramayana*, the stories of the *Panchtantra*, Indian numerals and decimal system have reached many parts of the world.
- **Spices, muslin** and other merchandise were taken from India to different countries.
- The influence of Greek sculpture and the architectural style of domes and minarets from West Asia can be seen in many parts of India.

5 Fold Mountains Mountains which develop when two tectonic plates come together causing compression, resulting in folding of rocks.
6 Standard Meridian The longitude which passes through a country/region which is used to fix the standard time for that country/region.
7 Indian Standard Time (IST) This is local time of the longitude 82°30' East, taken as the time for the whole of India. This is five-and-a-half hours ahead of Greenwich Mean Time (GMT).

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## India's Neighbours

India has an important strategic position in South Asia. It has 28 states and 9 Union Territories.

India shares its land boundaries with **Pakistan** and **Afghanistan** in the North-West, **China (Tibet)**, **Nepal** and **Bhutan** in the North, and **Myanmar** and **Bangladesh** in the East.

Two island countries, **Sri Lanka** and **Maldives**, lie to the South of India across the Indian ocean.

India and Sri Lanka are separated by a narrow channel of sea formed by the **Palk Strait** and **Gulf of Mannar**.

Maldives lie to the South of Lakshadweep group of Islands. Thus, India has strong geographical and historical links with its neighbours.

### Check Point 02

1 When was Suez Canal opened?
2 India's interaction with other countries through ..... routes is older than ..... routes.
3 Name the two countries separated by Palk Strait.
4 Which countries are included in the Indian subcontinent?

# SUMMARY

- India is a vast country located in the Northern hemisphere.
- The Indian mainland extends between latitudes 8°4'N and 37°6'N and longitudes 68°7'E and 97°25'E.
- India is divided into almost two equal parts by the **Tropic of Cancer** (23°30'N).
- Area of India is 3.28 million sq. km which occupies 2.4% of the total geographical area of the world.
- India is **the seventh largest country** of the world after Russia, Canada, USA, China, Brazil and Australia.
- India has a land boundary of about 15200 km. The total length of its coastline including Andaman and Nicobar and Lakshadweep islands, is about 7516.6 km.
- India is bounded by young fold mountains in the North-West, North and North-East.
- The latitudinal and longitudinal extent of the mainland is about 30° but the East-West extent appears smaller than the North-South extent.
- The **Standard Meridian of India** (82°30'E) passing through Mirzapur (in Uttar Pradesh) is taken as the Indian Standard Time for the whole country.
- The Indian landmass is centrally located between the East and the West Asia.
- The trans-Indian ocean routes, connect Europe in West and the countries of East Asia, provide a strategic central location to India.
- India has **28 states** and **9 Union Territories**.
- India shares its land boundaries with Pakistan and Afghanistan in the North-West, China, (Tibet), Nepal and Bhutan in the North and Myanmar and Bangladesh in the East.
- Two island countries Sri Lanka and Maldives, lie to the South of India across the Indian Ocean.

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# NCERT FOLDER

## Find Out on page 2

**1** Why 82°30′E has been selected as the Standard Meridian of India?

*Ans.* 82°30′E is selected as the standard meridian of India because there is a time lag of 2 hours from the extreme East (Arunachal Pradesh) to the extreme West (Gujarat) of India. Time at each location is different which creates confusion. To avoid confusions and difficulties arising out of local time differences, a meridian that is centrally located is chosen. This meridian in India is at 82° 30′ E which passes through Mirzapur in Uttar Pradesh is also known as Standard Meridian of India.

**2** Why is the difference between day and night durations hardly felt at Kanyakumari, but not so in Kashmir? **CBSE 2015**

*Ans.* The difference of day and night is hardly felt in Kanyakumari because it lies South of the Tropic of Cancer, closer to the equator.

As equator receives direct Sunrays, there is not much difference in day and night there.

On the other hand, Kashmir lies North of the Tropic of Cancer, far from the equator. There is significant difference of 4-5 hours between day and night. Sun rays are not direct they are slanting here.

So the difference between day and night in Kashmir and Kanyakumari is due to their latitudinal location.

## Find Out on page 4

**3** Find out the number of Union Territories along the Western and Eastern coasts.

*Ans.* *Union Territories along the*

(*i*) Western Coast Lakshadweep, Daman and Diu, Dadra and Nagar Haveli.

(*ii*) Eastern Coast Puducherry, Andaman and Nicobar islands.

**4** Find out area-wise which is the smallest and which is the largest state.

*Ans.* *Area-wise*

(*i*) Largest State Rajasthan (342239 sq km)

(*ii*) Smallest State Goa (3702 sq km)

**5** Find out the states which do not have an international border or lie on the coast.

*Ans.* States which do not have international border or lie on the coast are Haryana, Jharkhand, Madhya Pradesh, Telangana and Chhattisgarh.

**6** Classify the states into four groups each having common frontiers with

(*i*) Pakistan (*ii*) China

(*iii*) Myanmar (*iv*) Bangladesh

*Ans.* *States having common frontiers with*

(*i*) **Pakistan** Gujarat, Rajasthan, Punjab and Jammu and Kashmir

(*ii*) **China** Himachal Pradesh, Uttarakhand, Sikkim, Arunachal Pradesh and Jammu and Kashmir

(*iii*) **Myanmar** Manipur, Nagaland, Arunachal Pradesh and Mizoram

(*iv*) **Bangladesh** West Bengal, Assam, Meghalaya, Tripura and Mizoram

## Exercise on page 6

**1** Choose the right answer from the four alternatives given below.

(*i*) The Tropic of Cancer does not pass through

(a) Rajasthan (b) Odisha

(c) Chhattisgarh (d) Tripura

*Ans.* (*b*) Odisha

(*ii*) The Easternmost longitude of India is

(a) 97° 25′E (b) 68° 7′E

(c) 77° 6′E (d) 82° 32′E

*Ans.* (*a*) 97° 25′E

(*iii*) Uttarakhand, Uttar Pradesh, Bihar, West Bengal and Sikkim have common frontiers with

(a) China (b) Bhutan (c) Nepal (d) Myanmar

*Ans.* (*c*) Nepal

(*iv*) If you intend to visit Kavarati during your summer vacations, which one of the following Union Territories of India you will be going to

(a) Puducherry (b) Lakshadweep

(c) Andaman and Nicobar (d) Daman and Diu

*Ans.* (*b*) Lakshadweep

(*v*) My friend hails from a country which does not share land boundary with India. Identify the country.

(a) Bhutan (b) Tajikistan

(c) Bangladesh (d) Nepal

*Ans.* (*b*) Tajikistan

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**2** Answer the following questions briefly.

(*i*) Name the group of islands lying in the Arabian sea.

***Ans.*** Lakshadweep islands lie in the Arabian sea.

(*ii*) Name the countries which are larger than India.

***Ans.*** Russia, Canada, USA, China, Brazil and Australia are the countries larger than India.

(*iii*) Which island group of India lies to its South-East?

***Ans.*** Andaman and Nicobar islands lies to the South-East of India.

(*iv*) Which island countries are our Southern neighbours?

***Ans.*** Sri Lanka and Maldives are the two island countries that are the Southern neighbours of India.

**3** The Sun rises two hours earlier in Arunachal Pradesh as compared to Gujarat in the West, but the watches show the same time. How does this happen?

***Ans.*** From Gujarat to Arunachal Pradesh there is a time lag of two hours, but the watches show the same time. It is because the time along the Standard Meridian of India (82°30′ E) passing through Mirzapur in Uttar Pradesh is taken as the standard time for the whole country.

**4** The central location of India at the head of the Indian Ocean is considered of great significance. Why?

***Ans.*** The central location of India at the head of the Indian ocean is of great significance due to the following reasons

(*i*) Sea trade links could be established with countries of East Africa, West Asia, Europe, East and South East Asia.

(*ii*) Central location at the head of the Indian Ocean, gave India an easy access to the outside world from all areas.

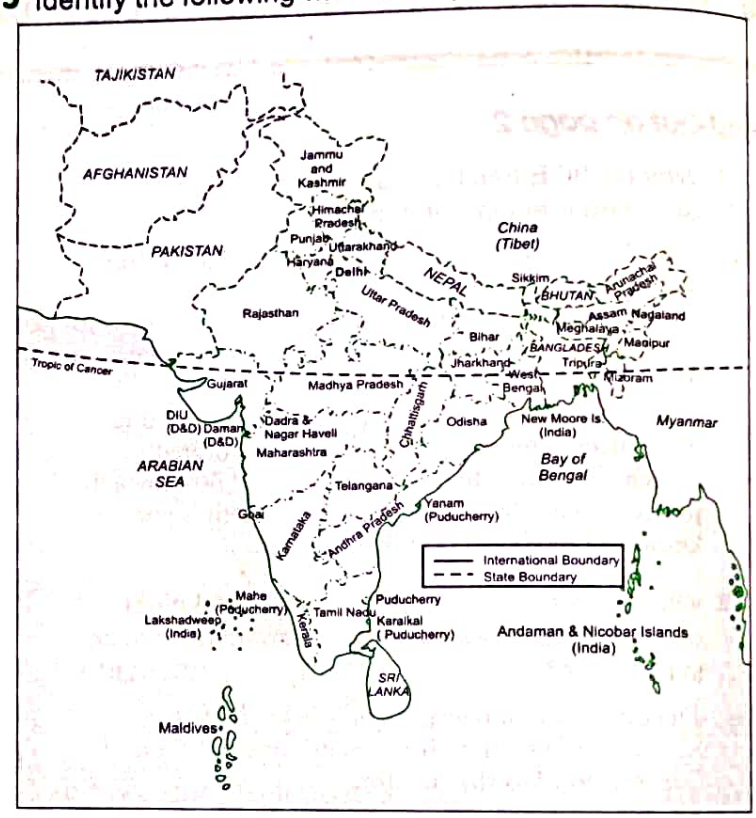
(*iii*) This also ensured that people coming from outside India could enter India through sea route.

(*iv*) East and West coasts gave India a strategic advantage to do trade with both Eastern and Western countries.

(*v*) It has given India a distinct climate than the rest of the Asian Continent.

## Map Skills

**5** Identify the following with the help of map reading.




(*i*) The island groups of India lying in the Arabian Sea and the Bay of Bengal.

***Ans.*** Lakshadweep islands lie in the Arabian sea and Andaman and Nicobar islands lie in the Bay of Bengal.

(*ii*) The countries constituting the Indian subcontinent.

***Ans.*** India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and Maldives.

(*iii*) The states through which the Tropic of Cancer passes.

***Ans.*** Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, West Bengal, Tripura and Mizoram.

(*iv*) The Northernmost latitude in degrees.

***Ans.*** 37° 6′N

(*v*) The Southernmost latitude of the Indian mainland in degrees.

***Ans.*** 8°4′N

(*vi*) The Eastern and the Western-most longitude in degrees.

***Ans.*** 68° 7′ E and 97° 25′ E

(*vii*) The place situated on the three seas.

***Ans.*** Kanyakumari

(*viii*) The strait separating Sri Lanka from India.

***Ans.*** Palk Strait

(*ix*) The Union Territories of India.

***Ans.*** Andaman and Nicobar islands, Chandigarh, Dadra & Nagar Haveli, Daman and Diu, Lakshadweep, Puducherry, Delhi, Ladakh, Jammu and Kashmir.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** India is located in which hemisphere?
(a) Northern (b) Southern
(c) Both (a) and (b) (d) None of these

*Ans.* (a) Northern

**2** The Northernmost longitude of India is
(a) 97°25′ E (b) 8°4′ E (c) 82°32′ N (d) 37°6′ N

*Ans.* (d) 37°6′ N

**3** The latitude that divides India in almost two equal halves is
(a) Tropic of Capricorn (b) Arctic Circle
(c) Tropic of Cancer (d) Equator

*Ans.* (c) Tropic of Cancer

**4** Which Southernmost point of the Indian Union was submerged under the sea water in 2004 during the Tsunami?
(a) Kavaratti (b) Indira Point
(c) Port Blair (d) Kanyakumari

*Ans.* (b) Indira Point

**5** The latitudinal as well as longitudinal extent of the Indian mainland is about ..... both ways.
(a) 20° (b) 40° (c) 30° (d) 35°

*Ans.* (c) 30°

**6** India is a ..... extension of the Asian continent.
(a) Northward (b) Southward
(c) Eastward (d) Westward

*Ans.* (b) Southward

**7** The route where India has a strategic central location and which connects European countries to East Asian countries is the
(a) trans Arabian sea route
(b) trans Indian ocean route
(c) trans Bay of Bengal route
(d) None of the above

*Ans.* (b) trans Indian ocean route

**8** Which of the following countries has longest coastline along the Indian Ocean?
(a) Myanmar (b) Pakistan
(c) Bangladesh (d) India

*Ans.* (d) India

**9** India's contact with the world have continued through ages. Which is the oldest way of India's connection with the world?
(a) Air route (b) Sea route
(c) Land route (d) All of these

*Ans.* (c) Land route

**10** India does not share boundaries with which of the following countries?
(a) Bangladesh (b) Maldives
(c) Nepal (d) Myanmar

*Ans.* (b) Maldives

**11** Which of the following shows exchange of ideas due to land and sea trade in India?
(a) Trade of muslin and spices from other countries.
(b) Architectural styles of domes and minarets.
(c) Deccan peninsula protruding into Indian ocean.
(d) Discovery of Trans Indian Ocean routes.

*Ans.* (b) Architectural styles of domes and minarets.

**12** Find the incorrect match
(a) West Bengal – Border with Bangladesh
(b) Gujarat – Border with Pakistan
(c) Bihar – Border with China
(d) Uttarakhand – Border with Nepal

*Ans.* (c) Bihar – Border with China

### Match the Following

**13**

| List I | List II |
|---|---|
| A. Rajasthan | 1. Tropic of Cancer passes through it |
| B. Andhra Pradesh | 2. Located on West coast |
| C. Kerala | 3. Located on East coast |
| D. Mizoram | 4. North of the Tropic of Cancer |

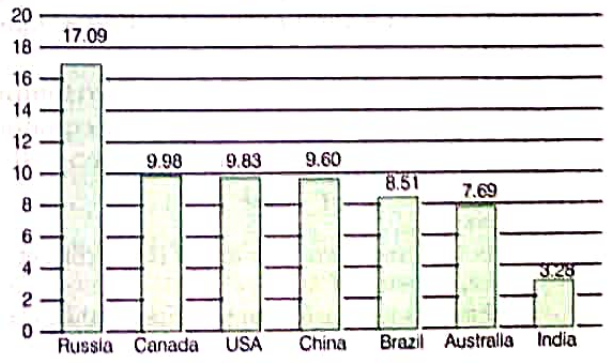
**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 4 | 3 | 2 | 1 |
| (b) | 1 | 2 | 3 | 4 |
| (c) | 4 | 1 | 2 | 3 |
| (d) | 3 | 4 | 1 | 2 |

*Ans.* (a)

### Picture Based Question

**14**



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What does the above picture suggest?
(a) India is seventh largest country in terms of area.
(b) India is spread in 3.28 million sq kms of area.
(c) Russia is much larger in size than India.
(d) All of the above

*Ans.* (d) All of the above

## Fill in the Blanks

**15** The distance between India and Europe was greatly reduced by 7000 km due to ..... .

*Ans.* Opening of Suez Canal in 1869.

**16** Of the total .....in the world, percentage share of India is Just 2.4%.

*Ans.* Geographical area

**17** A part of the coast where the land curves in so that the sea is surrounded by land on three sides is known as ..... .

*Ans.* Bay

**18** ..... is almost surrounded by land with narrow mouth opening.

*Ans.* Gulf

**19** ..... is a naturally formed narrow passage of water that connects larger water bodies.

*Ans.* Strait

## Assertion / Reason

**20** **Assertion** (A) India is divided into two equal halves.
**Reason** (R) The Tropic of Cancer passes almost through the centre of the mainland of India.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

**21** **Assertion** (A) The longitudinal extent of India appears to be smaller than latitudinal extent of India.
**Reason** (R) The extent between two longitudes decreases when we move from the equator towards poles. But it dosen't happen with the latitudes.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

**22** **Assertion** (A) India occupies a major part of south Asia.
**Reason** (R) India is a southward extension of the Asian continent.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

## Correct and Rewrite

**23** Lakshadweep Islands are situated in the South-East of Indian mainland in the Arabian Sea.

*Ans.* Andaman and Nicobar Islands are situated in the South-East of Indian mainland in the Bay of Bengal.

**24** India is bounded by old block mountains in the South, South-East and South-West.

*Ans.* India is bounded by young fold mountains in the North, North-West and North-East.

## Very Short Answer Questions

**25** Why Indira point was submerged under sea water?

*Ans.* In the year 2004, Indira point got submerged under sea water due to the Tsunami.

**26** What is the total area of India's landmass? What percentage of total geographical area of the world does it cover?

*Ans.* Total area of India is 3.28 million sq km. It covers about 2.4% of the total geographical area of the world.

**27** How many hours is the Indian Standard Time (IST) ahead of or behind Greenwich Mean Time (GMT)?

*Ans.* Indian standard time is 5½ hours ahead of Greenwich Mean Time (GMT).

**28** India's standard time is taken along which meridian?

*Ans.* India's standard time is taken along the meridian of 82° 30′ E and is known as Standard Meridian of India.

**29** Name two neighbouring countries located on North-West of India.

*Ans.* Afghanistan and Pakistan are located in North-West of India.

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**30** Which Union Territory of India has the least area?

*Ans.* The Union Territory of Lakshadweep has an area of only 32 sq km, which is the least among all the Union Territories.

**31** India's contacts with the world were established first by which routes, land routes or sea routes?

*Ans.* The land routes because the various passes across the mountains in the North have provided passages to the ancient travellers, while the oceans restricted such passage for a long-time.

**32** Name the countries sharing a land boundary with India.

*Ans.* The countries sharing land boundary with India are Afghanistan, Bangladesh, Bhutan, China, Myanmar, Nepal and Pakistan.

**33** Which Indian state has the longest coastline and international border?

*Ans.* Gujarat has the longest coastline and international border.

**34** Which Indian states border three countries?

*Ans.* The Indian states that border three countries are Sikkim, Arunachal Pradesh and Jammu and Kashmir.

**35** What is Peninsula?

*Ans.* A peninsula is a piece of land that is almost entirely surrounded by water (from three sides) but is connected to the mainland on one side.

**36** Define the term Island.

*Ans.* An island is a piece of land that is surrounded by water (e.g. river, sea or ocean) on all sides.

## Short Answer (SA) Type Questions

**1** Mention the latitudinal extent of India. Explain its significance.

*Ans.* The latitudinal extent of India is 8°4′ N and 37°6′ N. *The significance of the latitudinal extent of India are as follows*

(*i*) Due to latitudinal extent a country got its geographical location on the Earth.

(*ii*) Latitudes determine the appropriate time zones in which a country lies.

(*iii*) Due to India's latitudinal position, it is considered as a tropical country.

(*iv*) The latitudinal extent of India influences the duration of day and night.

**2** Why did we choose 82°30′ E longitude as the standard meridian of India?

*Ans.* *We have chosen 82°30E longitude as the standard meridian because*

(*i*) Standard Meridian is required to avoid difference in time within the country.

(*ii*) India has selected 82°30′ East longitude as its Standard Meridian because it passes centrally through India, hence equidistant from East and West.

(*iii*) It is selected as Prime Meridian to avoid time lag of 2 hours from Arunachal Pradesh to Gujarat. This is known as the Indian Standard Time.

**3** What do you understand by Indian Standard Time? Mention its importance.

*Ans.* Indian Standard Time refers to the time that is accepted all over India. It lies on the longitude of 82° 30′ E and is known as Standard Meridian of India.

*Its importance are as follows*

(*i*) IST has enabled India to overcome the difference of two hours between its Easternmost and Westernmost regions.

(*ii*) IST has prevented confusion arising out of differences in local time at each longitude in India. It has provided a uniform timing throughout the country.

**4** What is the strategic significance of India's location in Asia?

*Ans.* *The strategic significance of India's location in Asia are as follows*

(*i*) It has made trade possible through land routes as India is located centrally between East and West Asia.

(*ii*) It has made trade possible through sea routes as countries of East Africa, Europe and East Asia connect through Trans Indian Ocean routes.

(*iii*) These routes have contributed in the exchange of ideas and commodities since ancient times.

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**5** Why is Indian ocean named after our country? Give three reasons.

or Justify the naming of Indian ocean after India.

*Ans.* *Indian ocean is named after India due to its important features which are*

(*i*) India has the longest coastline on the Indian ocean.

(*ii*) India has a central location between East and West Asia.

(*iii*) India's Southernmost extension, the Deccan Peninsula, extends towards the Indian ocean, which makes it significant to international trade done through the Indian ocean.

**6** What is the longitudinal extent of India? What is its implication?

*Ans.* The longitudinal extent of India is 68°7′ E to 97°25′E.

*Its implications are*

(*i*) The longitudinal degrees provides East-West extent to India.

(*ii*) The longitudinal extent provides time differences. In India there is a time gap of two hours from its extreme East to extreme West.

(*iii*) Due to the longitudinal extent, India has chosen a meridian that is centrally located (82°30′ E) as its standard meridian.

**7** "Opening of Suez Canal has benefited India immensely." Justify this statement.

*Ans.* The Suez Canal was opened in 1869. It has benefitted India immensely as it has reduced the distance between India and Europe by about 7000 km.

Earlier the sea route from Europe to India was *via* Cape of Good Hope, which is the Southern tip of Africa. This route was very long as ships had to encircle the entire African continent to reach India. But Suez Canal has reduced this distance between India and Europe. Now ships can reach India from the North of Africa.

**8** What is a subcontinent? Why India and its adjacent countries are called Indian subcontinent?

*Ans.* A subcontinent is a distinctive geographical unit that stands out distinctively from rest of the continent. India and its adjacent countries together form the Indian subcontinent.

This region is different from other regions of Asia. The Himalayan mountains separate it from rest of Asia and provide a unique climate and natural vegetation.

The Deccan peninsula extends Southwards towards the Indian ocean which gives an eminent position to this subcontinent in the Indian ocean.

Therefore, India and its adjacent countries are called as Indian subcontinent.

**9** Explain why the cities of Mumbai and Chennai are able to see the noon Sun exactly overhead twice a year, but Delhi never sees it exactly overhead?

*Ans.* The movement of the Sun towards North to South of the equator is within the two tropics. (i.e. the tropic of Cancer and the Tropic of Capricorn).

All the places located within these two tropics have overhead Sun twice a year.

Mumbai and Chennai see noon Sun exactly over head twice a year as these cities lie in South of the Tropic of Cancer.

Delhi never sees the Sun exactly overhead as it is located at 29°N latitude. It is North of the Tropic of Cancer. Areas of the Earth located North of Tropic of Cancer never experience the Sun directly overhead. They lie in Sub-tropical zone.

**10** How many types of states were there in India before Independence? Briefly explain them.

*Ans.* There are two types of states in India before Independence i.e. the provinces and the princely states.

*These are discussed below*

**Provinces** These were ruled directly by British officials, who were appointed by the Viceroy.

**Princely States** These were ruled by local, hereditary rulers, who acknowledged sovereignty in return for local autonomy.

**11** Read the sources and answer the questions that follow.

**Source A India and the World**

India's contacts with the World have continued through ages but her relationships through the land routes are much older than its maritime contacts. The various passes across the mountains in the North have provided passages to the ancient travellers, while the oceans restricted such interaction for a long time.

(*i*) In what way land routes helped India when oceans restricted its interaction?

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**Source B Location and Size**

India is bounded by the young fold mountains in the Northwest, North and northeast. South of about 22° North latitude, it begins to taper, and extands towards the Indian ocean, dividing it into two seas, the Arabian Sea on the West and the Bay of Bengal on its East.

(ii) Which geographical feature distinctly determines the location of India in the Indian ocean?

**Source C India's Neighbours**

India occupies an important strategic position in South Asia. India has 28 states and 8 Union Territories. India shares its land boundaries with Pakistan and Afghanistan in the Northwest, China (Tibet), Nepal and Bhutan in the North and Myanmar and Bangladesh in the East. Our Southern neighbours across the sea consist of the two island countries.

(iii) India shares its land boundaries with many countries in North, East and West but not South. Why?

*Ans.* (i) Land routes helped India at the time when ocean routes were not developed. Land routes provided trade links and exchange of ideas form India to rest of the world and vice-versa.

(ii) The feature that distinctly determines India's location in the Indian ocean is the Deccan peninsula that begins to taper (forms a cone shape) form the South of 22° North latitude and extends towards the Indian ocean.

(iii) India does not share any land boundary in its South because there is presence of three water bodies and other countries are located far from it. The three water bodies are the Arabian Sea, Bay of Bengal and Indian Ocean which surround the Indian peninsula. However, there are two island countries across the sea.

## Long Answer (LA) Type Questions

**1** Describe the location and size of India in three points each.

*Ans.* **Location**

(i) India lies entirely in the Northern hemisphere.

(ii) The mainland extends between latitudes 8°4′ N and 37°6′ N and longitudes 68°7′ E and 97°25′ E.

(iii) The Tropic of Cancer (23°30′ N) divides the country into almost two equal parts. Its Southern part is considered as the tropical zone and Northern is considered as the sub-tropical zone of India.

**Size**

(i) India is the seventh largest country in the World after Russia, Canada, USA, China, Brazil and Australia. The landmass of India has an area of 3.28 million sq km.

(ii) India's total area accounts for about 2.4 % of the total geographical area of the world.

(iii) India has a land boundary of about 15,200 km and the total length of coastline including Andaman and Nicobar and Lakshadweep islands is about 7,516.6 km.

**2** India has had strong geographical and historical links with its neighbours. Comment.

*Ans.* India has a long history of international ties. It has also strong geographical and historical links with her neighbours.

*This can be justified from the points below*

(i) The various passes across the Himalayas have provided gateways to many ancient travellers. These routes have contributed in exchange of ideas and commodities since ancient times.

(ii) Due to India's unique position in Asia, the ancient land routes, passed through the North of India.

(iii) The ideas of the *Upanishads*, the *Ramayana*, the *Panchtantra* and other Indian scriptures were known to the world in earlier times. Indian numerals as well as decimal system also crossed the border.

(iv) Greeks enriched the Indian culture with their contributions in the field of architecture, science etc. Islamic influence (from West Asia) is clearly visible in architectural styles of domes, arch, etc in India.

(v) Sea route opened India's contact to East Africa, Europe and East-Asia. But even before it was discovered, land routes provided good scope of interaction of India to the outside world.

**3** India has a long coastline which is advantageous for India. Analyse.

*Ans.* *India's long coastline is advantageous for India in the following ways*

(i) Long coastline of India has provided a significant boost to its maritime trade. Almost 90% of India's international trade is done through sea.

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(*ii*) The Deccan Peninsula extends towards the Indian Ocean, thus helping India to establish close contact with West Asia, Africa and Europe from the Western coast and with South-East Asia and East Asia from the Eastern coast.

(*iii*) India's central location at the head of the Indian ocean and its long coastline have helped in its interaction through sea.

(*iv*) The sea routes passing through the Arabian sea and Bay of Bengal, provide easy connectivity to India in the West and the East Coasts.

(*v*) India has developed many ports on its Western and Eastern coasts to facilitate trade through sea.

**4** India is said to enjoy a strategic position with reference to international trade routes. In your view, which features provide India a strategic advantage?

**or** Explain the importance of India's location on the globe.

**Ans.** *India enjoys a strategic position due to the following reasons*

(*i*) India is centrally located at the head of the Indian ocean due to which it is easily approachable from different directions.

(*ii*) The Deccan Peninsula extends towards the Indian ocean and divides it into two seas i.e Arabian sea and Bay of Bengal. Unlike other landlocked countries, India gets locational advantage of easy access through sea.

(*iii*) India's long coastline on the East helps in establishing trade links with East Asia and South East Asia.

(*iv*) India's long coastline on the West is useful in trade links with West Asia, Africa and Europe.

(iv) Opening of Suez Canal reduced the sea route and the time taken to reach India from Europe. This worked favourably for India making it a centre for trade.

**5** Read the passage and answer the questions that follow.

The Indian landmass has a central location between the East and the West Asia. India is a Southward extension of the Asian continent. The trans Indian ocean routes, which connect the countries of Europe in the West and the countries of East Asia, provide a strategic central location to India.

Note that the Deccan Peninsula protrudes into the Indian ocean, thus helping India to establish close contact with West Asia, Africa and Europe from the Western coast and with Southeast and East Asia from the eastern coast.

No other country has a long coastline on the Indian ocean as India has and indeed, it is India's eminent position in the Indian ocean, which justifies the naming of an ocean after it.

(*i*) How India benefits by its strategic location in Trans Indian Ocean routes?

(*ii*) How the protruding Deccan Peninsula helps India?

(*iii*) Write two important facts that can be understood when an ocean is named after a country.

**Ans.** (*i*) India lies mid way between the West and the East. The ships going in either direction in Indian ocean find India in central position and stop there.

(*ii*) *The protruding Deccan peninsula helps in the following ways*

- The Deccan Peninsula provides India with a long coastline in East and West.
- The coastline helps India in connecting with Western and Eastern countries.

(*iii*) *The two facts are*

(a) It states that the country has a very prominent position in that oceanic region.

(*b*) It states that the country has a powerful presence in trade, commerce and exchange of ideas since ancient times.

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## Map Based Questions

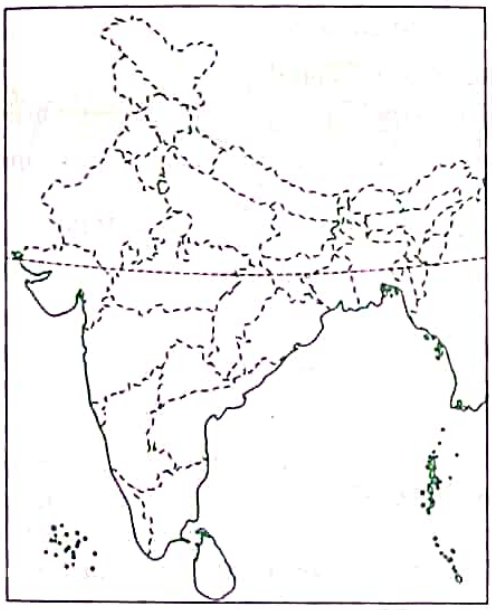
**1** On the map, locate and label any four of the following with appropriate symbols.

(*i*) State with its capital Jaipur

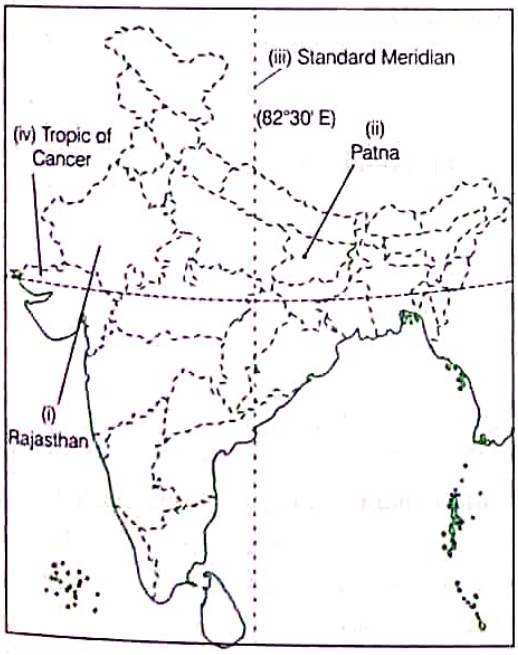
(*ii*) Capital of Bihar

(*iii*) The Standard Meridian of India.

(*iv*) Tropic of Cancer



*Ans.*




**2** On the map of India, locate and label any four of the following features with appropriate symbols.

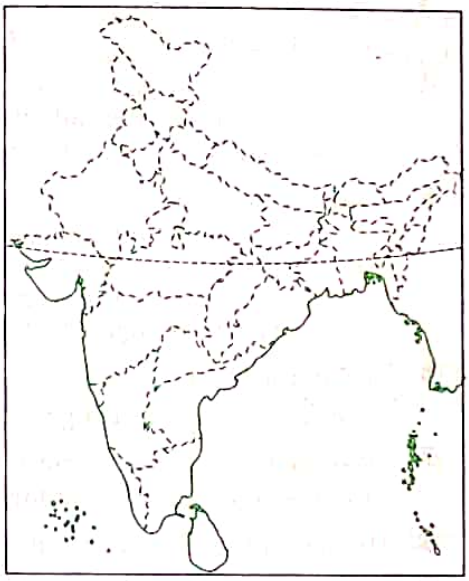
(*i*) Capital of Odisha

(*ii*) Capital of Gujarat

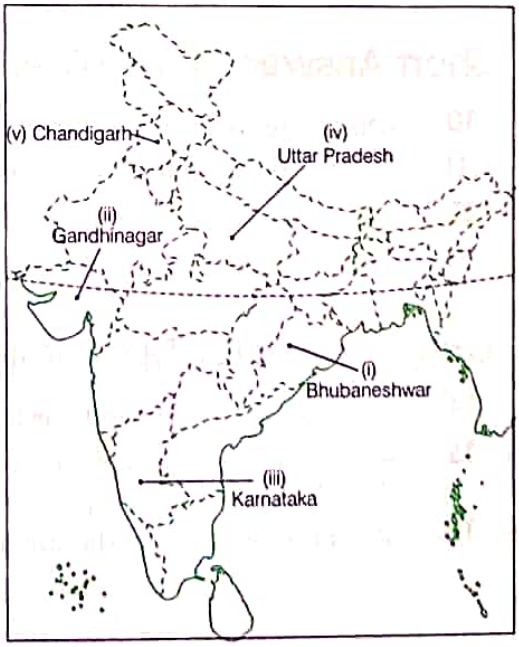
(*iii*) A state with its capital Bengaluru

(*iv*) A state with its capital Lucknow

(*v*) Capital of Haryana



*Ans.*

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# Self Assessment

## Objective Answer Type Questions

1. The North-South distance of India is
   (a) 3214 km (b) 3333 km (c) 2933 km (d) 2565 km
2. Lakshadweep islands is situated South-West of Indian mainland in
   (a) Arabian Sea (b) Bay of Bengal (c) Indian Ocean (d) Andaman Sea
3. India does not share boundaries with which of the following countries?
   (a) Bangladesh (b) Mauritius (c) Nepal (d) Myanmar
4. Which of the following countries is separated from India by a narrow channel of sea formed by the Palk strait and the Gulf of Mannar?
   (a) Bangladesh (b) Myanmar (c) Sri Lanka (d) Maldives
5. Identify the incorrect statement with reference to Indian standard time.
   (a) IST is also called Standard Meridian of India.
   (b) IST passes through Mirzapur in Uttar pradesh.
   (c) IST is applied to deal with the influence of latitudinal extent.
   (d) IST Passes through 82°30′ E.
6. Fill in the blank
   The group of islands lying in the east of Indian mainland are .....
7. Rewrite the statement correctly.
   The North South extent of India is 2933 kms while its East West extent is 3214 kms.
8. Which Union Territory has its land borders touching two states in the Western part of India?
9. Name the states which have a common border with China.

## Short Answer (SA) Type Questions

10. What routes of trade replaced the 'Silk Route' in modern times? Why?
11. How has the opening of the Suez Canal benefited India?
12. Why is the location of India at the head of the Indian ocean significant?
13. "Indian ocean is named after India." Justify the statement by three points.

## Long Answer (LA) Type Questions

14. How have the ancient and much older land routes contributed to exchange of ideas and goods?
15. What is the time lag between Arunachal Pradesh and Gujarat? How is a uniform time set at all places?
16. Give a brief account on the size of India.

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CHAPTER

# 02

# Physical Features of India

**Chapter Syllabus**

- Major Physiographic Divisions
  - The Himalayan Mountains
  - The Northern Plains
  - The Peninsular Plateau
  - The Indian Desert
  - The Coastal Plains
  - The Islands

India has different land forms or physical features like mountains, plains, deserts, plateaus, islands, etc. Geologically the **Peninsular Plateau** (Central and South India) is an ancient landmass of the Earth. It is composed of **igneous**[1] and metamorphic rocks. This region has gentle hills (not very steep) and wide valleys. It is a stable landmass.

The Himalayas (North and North-East India) and Northern plains (formed of alluvial deposits) are most recently formed landforms. The Himalayan region has a youthful topography, high mountain peaks, deep valleys and fast flowing rivers. Geologically, Himalayas are very unstable.

## Major Physiographic Divisions

*The physical features of India can be grouped under the following physiographic divisions*

1. The Himalayan Mountains
2. The Northern Plains
3. The Peninsular Plateau
4. The Indian Desert
5. The Coastal Plains
6. The Islands

## 1. The Himalayan Mountains

The Himalayas are geologically young and structurally **fold mountains**[2]. They form the highest and the rugged mountains in the world. They stretch over the Northern borders of India. They form an arc, covering a distance about 2400 km. Their width varies from 400 km in Kashmir to 150 km in Arunachal Pradesh.

These mountain ranges run in West-East direction from the Indus to the Brahmaputra rivers. The altitudinal variations (differences in height) in Himalayas are greater in the Eastern half than those in the Western half. The Himalayas consist of three parallel ranges in its longitudinal extent. They are **Himadri, Himachal** and **Shiwalik ranges**. A number of valleys lie between these range.

1 Igneous rocks Rocks formed by cooling and solidification of magma or lava.
2 Fold mountains Mountains formed by folding of layers in the upper part of Earth's crust.

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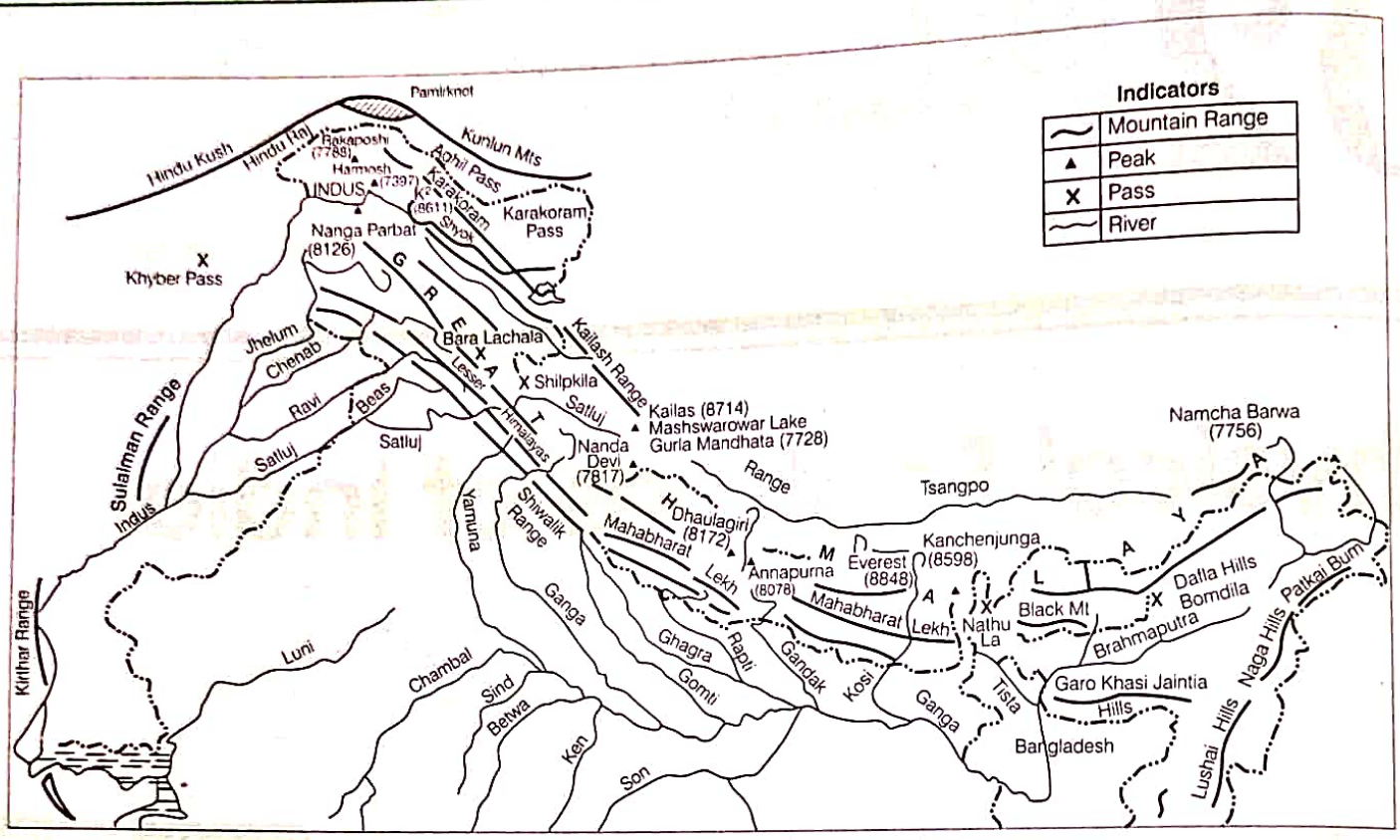


The Himalayas

## Himadri or Inner Himalayas or Great Himalayas

- The Northernmost range is known as the Great or Inner Himalayas or the **Himadri**.
- It is the most continuous range of the Himalayas with an average height of 6000 m.
- It contains all the prominent Himalayan peaks like **Mount Everest, Kanchenjunga**, Makalu, etc.
- The Great Himalayas are covered with snow all round the year.
- The core of this part is composed of **granite**. The fold of Great Himalayas is asymmetrical in nature.

### Some Highest Peaks of the Himalayas

| Peak | Country | Height in metres |
|---|---|---|
| Mount Everest | Nepal | 8848 |
| Kanchenjunga | India | 8598 |
| Makalu | Nepal | 8481 |
| Dhaulagiri | Nepal | 8172 |
| Nanga Parbat | India | 8126 |
| Annapurna | Nepal | 8078 |
| Nanda Devi | India | 7817 |
| Kamet | India | 7756 |
| Namcha Barwa | India | 7756 |
| Gurla Mandhata | Nepal | 7728 |

## Himachal or Lesser Himalayas

- This range lies to the South of the Himadri and forms the most rugged mountain system.
- It is composed of highly compressed and altered rocks with height varying from 3700 to 4500 m.
- The average width of this range is 50 km. Important ranges are Pir Panjal (longest), Dhaula Dhar and Mahabharat.
- Pir Panjal range consists of valleys like Kashmir, Kangra, Kullu (in Himachal Pradesh) and well known hill stations like Mussoorie, Nainital, Ranikhet, etc.

## Shiwalik Range

- This is the outermost range of the Himalayas with height varying between 900 and 1100 m.
- The average width of this range is 10 to 50 km. It is composed of coarse sediments brought down by rivers from the upper Himalayan ranges.
- Valleys of this range are covered with thick gravel (very small stones) and alluvium.
- Valleys lying between the Lesser Himalayas and Shiwaliks are known as **Duns** like **Dehra Dun, Kotli Dun** and **Patli Dun**.

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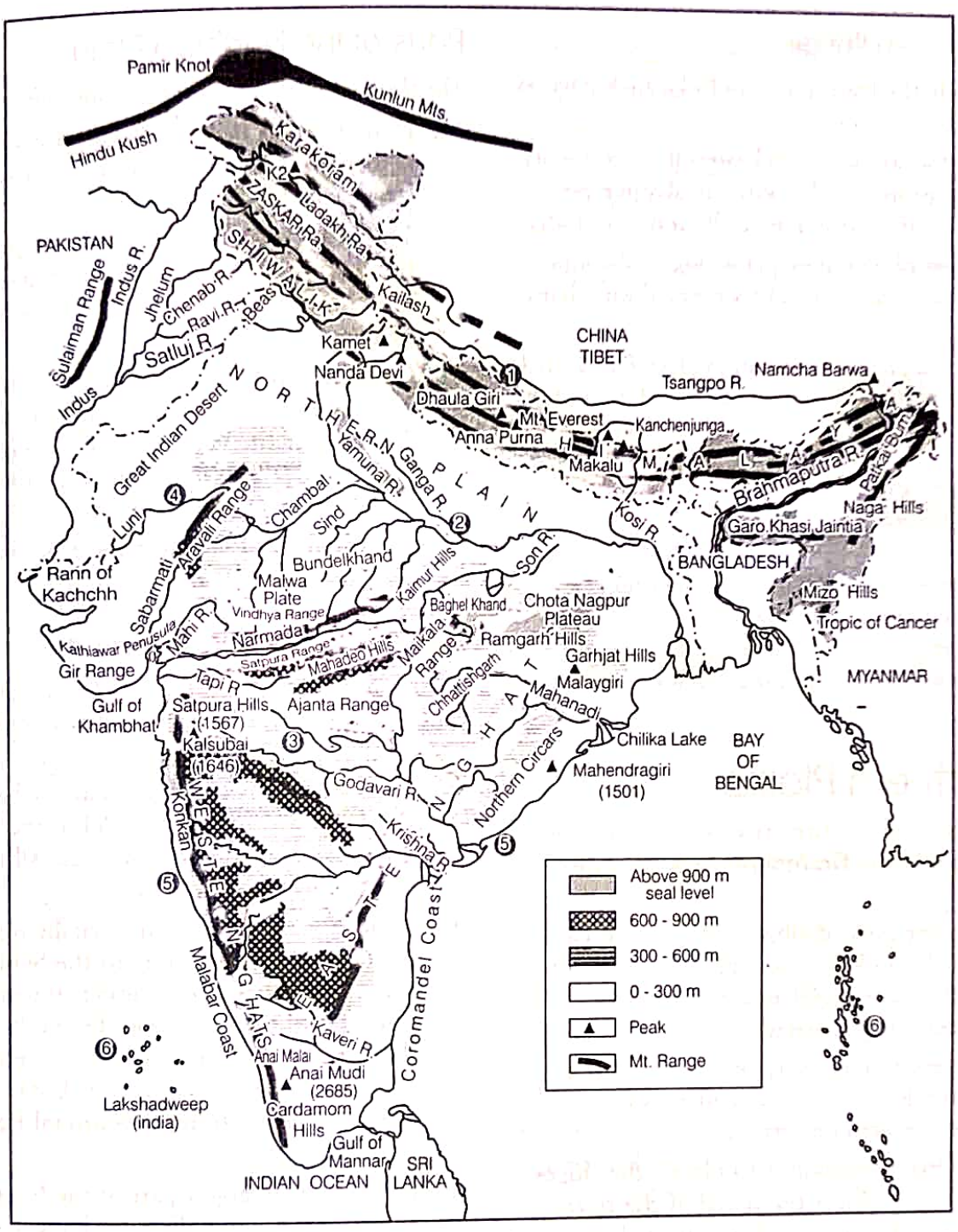


Relief

## Regional Division of Himalayas

Apart from the longitudinal division, the Himalayas are also divided on the basis of regions from West to East. This division is done by rivers i.e. the Indus, Satluj, Kali, Teesta and Dihang rivers.

### Punjab, Kumaon and Assam Himalayas

- In the West, the part of Himalayas lying between **Indus** and **Satluj rivers** has been traditionally known as Punjab Himalayas. However, from West to East, it is also known by regions like **Kashmir** and **Himachal Himalayas.**
- The part of the Himalayas lying between **Satluj** and **Kali** rivers is known as **Kumaon Himalayas.**
- The region between **Kali** and **Teesta** rivers is known as the **Nepal Himalayas.**
- The part lying between **Teesta** and **Dihang** rivers is known as **Assam Himalayas.**

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### Purvanchal or Eastern Range

- The Himalayas in the Eastern part of India are known as Purvanchal or Eastern Himalayas.
- The Brahmaputra river marks its Easternmost boundary beyond Dihang **gorge**[3], the Eastern Himalayan range turns South along the North-Eastern boundary of India.
- These hills are mostly composed of strong sandstones which are sedimentary rocks and are covered with dense forest.
- They mostly run as parallel ranges and valleys. Purvanchal include the Patkai hills, the Naga hills, the Manipur hills and the Mizo hills.

**Check Point 01**

1 The ..... region is a very stable landmass of India.
2 Which is the highest peak of the Himalayas?
3 The location of Himachal or Lesser Himalayas is South of.....
4 The Eastern most boundary of the Himalayas is marked by the river ..... .

## 2. The Northern Plains

These plains are formed by three river systems, *viz* the **Indus**, the **Ganga** and the **Brahmaputra**, alongwith their tributaries.

These plains are composed of alluvial soil and spreads over an area of 7 lakh sq km. These plains are about 2400 km long and between 240 and 320 km broad. These plains are densely populated.

These plains are agriculturally very productive part of India due to the fertile soil cover, adequate water supply, favourable climate and terrain.

As the rivers flow from mountains to plains, the slopes become gentler which reduces the speed of the rivers. These rivers deposit alluvium which results in formation of **riverine islands**[4]. **Majuli** is the largest **inhabited**[5] riverine island in the world and lies in the Brahmaputra river.

The rivers split into a number of channels in their lower courses due to **deposition**[6] of silt. These channels are called **distributaries**.

### Parts of the Northern Plain

*The three parts of the Northern plains are*

(i) **Punjab Plain** It is the Western part of the plain. It is formed by the Indus and its many tributaries. The larger part of this plain lies in Pakistan.

The Indus and its tributaries—the **Jhelum**, the **Ravi**, the **Satluj**, the **Beas** and the **Chenab**, originate in the Himalayas. The Punjab plain is also dominated by **doabs**[7].

(ii) **Ganga Plain** It is the middle part of the plain. It extends from the Ghaggar river (in Haryana) to the Teesta river (in West Bengal) through the states of Haryana, Delhi, Uttar Pradesh, Bihar, partly Jharkhand and West Bengal.

(iii) **Brahmaputra Plain** It is the Eastern part of the plain lying in Assam.

### Regions of the Northern Plain

*The Northern plain is divided into four regions according to variation in relief feature which are as follows*

(i) **Bhabar** After descending from the mountains, the rivers deposit pebbles in a narrow belt of about 8 to 16 km in width lying parallel to the slopes of the Shiwaliks known as *bhabar* belt. All the rivers disappear in Bhabar belt.

(ii) **Terai** A wet, swampy and marshy region created by the streams and rivers in the South of *bhabar* belt, is known as *terai*. Earlier, it was thickly forested with a lot of wildlife, but now most of the forests have been cleared for agriculture land and to settle migrants from Pakistan after independence. **Dudhwa National Park** is located in this region.

(iii) **Bhangar** The largest part of the Northern plain consisting of older alluvium known as *bhangar*. It presents a terrace like feature and contains **calcareous** deposits (containing calcium) known as *kankars*.

(iv) **Khadar** The newer region of the flood plain is known as *khadar*. The soil here is renewed whenever there is a flood (almost every year) so this area is fertile and best for intensive agriculture.

---

3 **Gorge** Narrow valley between hills or mountains with a river running through it.
4 **Riverine Islands** Islands in a river.
5 **Inhabited** To live in a place of settled residence.
6 **Deposition** It is the geological process by which material is added to a landform or landmass.
7 **Doabs** It is a term used for tract of land lying between two confluent rivers.

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# 3. The Peninsular Plateau

This is a plateau composed of the old crystalline, igneous and metamorphic rocks. It was formed due to the breaking up and drifting of **Gondwana land**[8].

Thus, it is a part of the oldest landmass. The plateau has broad and shallow valleys and gentle hills with rounded tops.

The Aravalli hills lie on the West and North-West margins of the Peninsular plateau. These are highly eroded and broken hills. They extend from Gujarat to Delhi in South-West to North-East direction.

*This plateau consists of two broad divisions*

## Central Highlands

- This is the part lying North of the Narmada river, covering most of the Malwa plateau.
- It is surrounded by Vindhyan range which is bounded by Satpura range on the South and Aravallis on the North-West. In the West, it gradually merges with the sandy and rocky desert of Rajasthan.
- The Central highland slopes from South-West to North-East, is indicated by the flow of Chambal, Sind, Betwa and Ken rivers. The highlands are wider in the West, but narrower in the East.
- Its Eastward extension are known as **Bundelkhand** and **Baghelkhand.**
- The Chota Nagpur plateau lies in the further East of this highland and is drained by the Damodar river.

## Deccan Plateau

- This triangular landmass lies to the South of the river Narmada. The broad base of the Satpura range is in North, while the **Mahadeo hills**, the **Kaimur hills** and the **Maikal range** are in its East.
- The Deccan plateau is higher in the West and slopes gently Eastwards.
- An extension of the plateau is also visible in the North-East, generally known as the **Meghalaya Karbi-Anglong plateau and North Cachar hills.**
- It is separated from the Chota Nagpur plateau by a fault. Three prominent hill ranges from its West to East are the **Garo**, the **Khasi** and the **Jaintia hills.**

## Western and Eastern Ghats

- These ghats mark the East and West edges of the Deccan plateau.
- The Western Ghats (also called the **Sahyadri range**) lie parallel to the Western coast. They are higher than the Eastern Ghats.
- The average elevation of Western Ghats is 900-1600 metres, while the average elevation of Eastern Ghats is 600 metres.
- The Western Ghats are continuous ranges and can be crossed through passes like Thal, Bhor and Pal ghats.
- The Western Ghats cause orographic rain by forcing the rain-bearing moist monsoon winds to rise along its Western slopes and cause rainfall.
- The height of the Western Ghats increases from North to South.
- **Anai Mudi** (2695 m) and **Doda Betta** (2637 m) are the **highest peaks in the Western Ghats.**
- The famous hill stations of **Udagamandalam** (popularly known as Ooty) and **Kodaikanal** lie in the Western Ghats.
- The Eastern Ghats stretch from the Mahanadi valley to the Nilgiris in the South. These Ghats are discontinuous and irregular and dissected by rivers flowing into the Bay of Bengal.
- **Mahendragiri (1501 m) is the highest peak in the Eastern Ghats.**
- Shevroy hills and Javadi hills are located to the South-East of the Eastern Ghats.
- The Nilgiri hills in Tamil Nadu lies at the junction of the Eastern and Western Ghats.

## Deccan Trap

- The Western part of the Deccan plateau is known as the **Deccan Trap.** It contains black soil of volcanic origin due to which the rocks are igneous and denuded to form black soil.

### Check Point 02

1 What are the three parts of the Northern plains?
2 Ghaggar river flows in which state?
3 Western Ghats can be crossed through the ....., ... and ..... passes.
4 The slope of the Central highland is from ..... to ..... .
5 Which part of the Deccan Plateau is known as Deccan Trap?

8 **Gondwana Land** It is the Southern part of the ancient super continent Pangaea with Angara land in the Northern part.

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## 4. The Indian Desert

It lies towards the Western margins of the Aravalli hills, it consists of wave like sandy plain with various types of sand dunes.

It receives less than 150 mm rainfall annually, has arid climate with low vegetation. Here streams appear only during the monsoon season. Luni is the only large river in this region.

**Crescent**[9] shaped sand dunes called Barchans cover most of this desert, but **longitudinal dunes**[10] are also seen on the Western edge of this region near the Indo-Pakistan border.

## 5. The Coastal Plains

The Peninsular plateau is bordered by narrow coastal land running along the Arabian sea on the West and the Bay of Bengal on the East.

These coastal lands are called coastal plains. The Western coast which lies between the Western Ghats and Arabian Sea, is a narrow plain. *It consists of three sections*

(i) Northern part of the coast is called the Konkan (Mumbai-Goa).

(ii) Central stretch is called the Kannad plain.

(iii) Southern stretch is called the Malabar coast.

The plains, which lies along the Bay of Bengal is more wide and level.

The Northern part of these plains is known as **Northern Circar** and the Southern part is known as Coromandel coast.

Rivers like the Mahanadi, Godavari, Krishna and Kaveri have formed extensive deltas on this coast. **Lake Chilika** is the largest salt water lake on the Eastern Coast (of Odisha). It is famous as a winter home for migratory birds. It lies to the South of Mahanadi delta.

## 6. The Islands

India has two island groups. *These are*

### The Lakshadweep Islands Group

- It lies close to the Malabar coast (Kerala).
- This is a group of small **coral**[11] islands. Earlier, they were known as Laccadive, Minicoy and Amindive. In 1973, these were named as Lakshadweep. They cover a small area of 32 sq km.
- **Kavaratti** island is the administrative headquarters (capital) of Lakshadweep.
- In this group, the Pitti island has a bird sanctuary which is uninhabited.

### The Andaman and Nicobar Islands

- They are two groups of densely forested islands. They are bigger in size and are more numerous and scattered.
- The entire group of islands is divided into two broad categories, the Andamans in the North and the Nicobars in the South.
- These islands are believed to be an elevated portion of **submarine mountains**[12].
- India's only active volcano is found on Barren Island in the Andaman and Nicobar islands.
- There is a great diversity of flora and fauna in this group of islands. These islands lie close to the equator and experience equatorial climate with thick forest cover.

## Conclusion

*After studying the physical features of India, following things can be concluded*

(i) The mountains are the major sources of water and forest wealth.

(ii) The Northern plains are the granaries of the country. Early civilisations started here.

(iii) The plateau is a storehouse of minerals and important for industrialisation of the country.

(iv) The coastal regions and island groups provide sites for fishing and port related activities.

Thus, the diverse physical features of India have immense future possibilities for development.

### Check Point 03

1 Which region of India is characterised by Barchans?
2 Laccadive, Minicoy and Amindive named as Lakshadweep in the year ..... .
3 Lakshadweep island is which type of coral island?
4 Which islands group enjoys equatorial climatic condition?

9 **Crescent** A thing which has the shape of a single curve that is broad in the centre and tapers to a point at each end.
10 **Longitudinal dunes** Types of linear sand ridges that extend parallel to the direction of the dominant dune-building winds.
11 **Corals** Coral polyps are short-lived microscopic organisms which live in colonies. They flourish in shallow, mud free and warm waters.They secrete calcium carbonate. The reefs are mainly of three kinds: barrier reef, fringing reef and atoll.
12 **Submarine mountains** Mountains rising from the ocean floor that do not reach to the water's surface (sea level) and thus, are not islands.

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# SUMMARY

- The major physiographic divisions of India are – the Himalayas, the Northern plains, the Peninsular plateau, the Indian desert, the coastal plains and the islands.
- The **Himalayan mountains** are geologically young and fold mountains. They form the higest and the rugged mountains in the world.
- The Himalaya consists of three parallel ranges in its longitudinal extent, these are Himadri, Himachal and Shiwalik ranges.
- The Northern plains are formed by three river systems, viz the Indus, the Ganga and the Brahmaputra, along with their tributaries. These plains are composed of alluvial soil. The three parts of the Northern plains are Punjab plains, Ganga plain and the Brahmaputra plain.
- The **Peninsular plateau** is composed of old crystalline, igneous and metamorphic rocks. It is a part of the oldest landmass of the Earth.
- The plateau consists of two broad divisions, the Central Highland and the Deccan Plateau.
- The Indian Desert lies towards the Western margins of the Aravali hills and consists of wave like sandy plain with various types of sand dunes.
- The Peninsular Plateau is bordered by narrow Coastal land running along the Arabian sea on the West and the Bay of Bengal on the East. These coastal lands are called 'Coastal plains'. (The Western Coast and Eastern Coast).
- India has two island groups such as the Lakshadweep and the Andaman and Nicobar islands. Lakshadweep is a group of small coral islands. The Andaman and Nicobar islands are believed to be an elevated portion of submarine mountains.

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## *Find out on page 8*

**1** Find out the names of the glaciers and passes that lie in Great Himalayas.

*Ans.* Glaciers in the Great Himalayas are Siachen, Kolhai, Gangotri, Chaturangi, Satopanth, Nubra, Milam Kamet, Kharak, Bhagirathi and Pindari.

Passes in the Great Himalayas are Aghil, Karakoram, Bara Lacha, Bum La, Shipki La, Nathula and Bomdila.

**2** Find out the name of the states where highest peaks are located.

*Ans.* *States where highest peaks are located*

(*a*) Jammu and Kashmir (Nanga Parbat)

(*b*) Sikkim (Kanchenjunga)

(*c*) Uttarakhand(Nanda Devi, Kamet)

**3** Find out the location of Mussoorie, Nainital, Ranikhet from your atlas and also name the state where they are located.

*Ans.* All these three towns are in the state of Uttarakhand in the range called Lesser Himalayas or Himachal.

## *Exercises on page 15*

**1** Choose the right answer from the four alternatives given below.

(*i*) A landmass bounded by sea on three sides is referred to as

(a) Coast (b) Island

(c) Peninsula (d) None of these

*Ans.* (c) Peninsula

(*ii*) Mountain ranges in the Eastern part of India forming its boundary with Myanmar are collectively called

(a) Himachal (b) Uttarakhand

(c) Purvanchal (d) None of these

*Ans.* (c) Purvanchal

(*iii*) The western coastal strip, south of Goa is referred to as

(a) Coromandel (b) Konkan

(c) Kannad (d) Northern Circar

*Ans.* (c) Kannad

(*iv*) The highest peak in the Eastern Ghats is

(a) Anai Mudi (b) Kanchenjunga

(c) Mahendragiri (d) Khasi

*Ans* (c) Mahendragiri

**2** Answer the following questions briefly.

(*i*) What is the Bhabar?

*Ans.* Bhabar is a narrow belt of plain land which is about 8 to 16 km wide. It is covered with pebbles deposited by the rivers and lies parallel to the foothills of the Shiwaliks.

(*ii*) Name the three major divisions of the Himalayas from North to South.

*Ans.* *The three major divisions of the Himalayas from North to South are*

(*a*) **The Great or Inner Himalayas or the Himadri** This is a continuous range consisting of the highest peaks.

(*b*) **Himachal or Lesser Himalayas** The range lying to the South of the Himadri is known as Himachal or Lesser Himalayas.

(*c*) **Shiwaliks** The outermost range of the Himalayas is known as the Shiwaliks. These are the foothill ranges and represent the Southern most division of the Himalayas.

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(iii) Which plateau lies between the Aravalli and the Vindhyan ranges?

**Ans.** Malwa plateau lies between the Aravalli and the Vindhya ranges.

(iv) Name the island group of India having coral origin.

**Ans.** Lakshadweep is the island group of India which has the coral origin on the Arabian Sea.

**3** Distinguish between

(i) Bhangar and Khadar

(ii) Western Ghats and Eastern Ghats

**Ans.** (i) *Differences between Bhangar and Khadar are*

| Bhangar | Khadar |
|---|---|
| It is a land covered with old alluvial soil. | It is a land covered with new alluvial soil. |
| It is found above the flood plains. | It is found near the rivers and in flood plains. |
| It is less fertile. | It is very fertile. |
| It contains calcareous deposits locally known as *Kankar*. | The soil is fine-grained. |
| It is not much suited for agriculture. | It is renewed almost every year and is suited for intensive cultivation. |

(ii) *Differences between the Eastern Ghats and the Western Ghats are*

| The Eastern Ghats | The Western Ghats |
|---|---|
| The Eastern Ghats mark the Eastern edge of the Deccan plateau. | The Western Ghats mark the Western edge of the Deccan plateau. |
| They are discontinuous and irregular and cut by rivers flowing into the Bay of Bengal. | They are continuous and can be crossed through passes only. |
| They lie parallel to the Eastern coast along the Bay of Bengal. | They lie parallel to the Western coast along the Arabian sea. |
| The highest peak is Mahendragiri with a height of 1501 m. | The highest peak is Anai Mudi with a height of 2695 m. |
| Their average height is 600 m. | Their average height is 900 m to 1600 m. |

**4** Which are the major physiographic divisions of India? Contrast the relief of the Himalayan region with that of the Peninsular plateau.

**Ans.** *The major physiographic divisions of India are*

(i) The Himalayan Mountains

(ii) The Northern Plains (iii) The Peninsular Plateau

(iv) The Indian Desert (v) The Coastal Plains

(vi) The Islands

*Contrast between the relief of the Himalayan region and the Peninsular plateau is given below*

| The Himalayan Region | The Peninsular Plateau |
|---|---|
| It is formed by folding process of the landforms. | It is formed due to the breaking up and drifting of Gondwana land. |
| The Himalayas are made up of sedimentary rocks. | Plateau contains igneous and metamorphic rocks. |
| The Himalayas consist of high mountain peaks, deep valleys and average height of 6000 m. | Peninsular plateau consists of round hills, shallow valleys and average height of 900 m. |
| The Himalayas are mountains forming an unstable zone. | Considered to be one of the most stable land blocks. |
| Himalayas are the most recent new and younger landforms. | The Deccan plateau is one of the most ancient landmasses. |
| The Himalayas are rich in water resources and forest wealth. | The plateau is a storehouse of minerals. |

**5** Give an account of the Northern Plains of India.

**Ans.** Northern plains were formed when a depression created by the upliftment of the Himalayan mountains gradually got filled by deposition of sediments brought down by rivers like the Indus, Ganga and Brahmaputra.

*Their features are*

(i) They spread over an area of 7 lakh sq km. The plains are about 2400 km long and about 240 km broad.

(ii) These are very fertile as they get renewed every year with sediments.

(iii) With their adequate water supply and favourable climate, these are agriculturally a very productive part of India and therefore, densely populated.

The Northern plains are broadly divided into three sections.

*These are*

(i) **Punjab Plain** The Western part of the Northern plains is called the Punjab plain. It is formed by the Indus and its tributaries.

(ii) **Ganga Plain** It extends between the Ghaggar and the Teesta rivers. It is spread over the states of Haryana, Delhi, Uttar Pradesh, Bihar and West Bengal.

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(*iii*) **Brahmaputra Plain** It lies to the East of the Ganga plains. It covers the areas of Assam and Arunachal Pradesh.

**6** Write short notes on the following.

(*i*) The Indian Desert

(*ii*) The Central Highlands

(*iii*) The Island Groups of India

*Ans.* (*i*) **The Indian Desert**

- The Indian desert lies towards the West of the Aravalli hills.
- It is covered with sandy soil.
- This region receives very low rainfall, below 150 mm per year.
- It has arid climate with low vegetation cover.
- Streams appear during the rainy season only.
- Luni is the only large river in this region.
- Barchans (crescent shaped dunes) cover the larger areas, but longitudinal dunes become more prominent near the Indo-Pakistan border.

(*ii*) **The Central Highlands**

- The Peninsular plateau consists of two broad divisions, namely the Central Highlands and the Deccan plateau.
- The part of the Peninsular plateau lying to the North of the Narmada river, covering a major area of the Malwa plateau, is known as the Central Highlands.
- Central Highlands are surrounded by the Vindhya range in the South and by the Aravalli hills in the North-West.
- In the West, they gradually merge with the sandy and rocky desert of Rajasthan.
- The flow of the rivers in this region, namely the Chambal, Sind, Betwa and Ken, is from South-West to North-East.
- The Central Highlands are wider in the West, but narrower in the East.
- The Eastward extensions of this plateau are locally known as Bundelkhand and Baghelkhand.
- The Chotanagpur plateau lies in the East of this plateau and is drained by the Damodar river.

(*iii*) **The Island Groups of India**

India has two groups of islands, namely the Lakshadweep group and the Andaman and Nicobar group.

(*a*) **The Lakshadweep Islands Group** It lies close to the Malabar coast of Kerala. These are composed of small coral islands. Earlier, they were known as Laccadive, Minicoy and Amindive. In 1973, these were renamed as Lakshadweep. They cover a small area of 32 sq km.

Kavaratti is the administrative headquarters of Lakshadweep. These island groups have a great diversity of flora and fauna. The Pitti island, which is uninhabited, has a bird sanctuary.

(*b*) **Andaman and Nicobar Islands** The elongated chain of islands located in the Bay of Bengal extending from North to South are the Andaman and Nicobar islands. They are bigger in size and more numerous and scattered than the Lakshadweep islands.

These islands are of great strategic importance for the country. They have great diversity of flora and fauna. These islands lie close to the equator and experience equatorial climate.

## Map Skills

**7** On an outline map of India, show the following

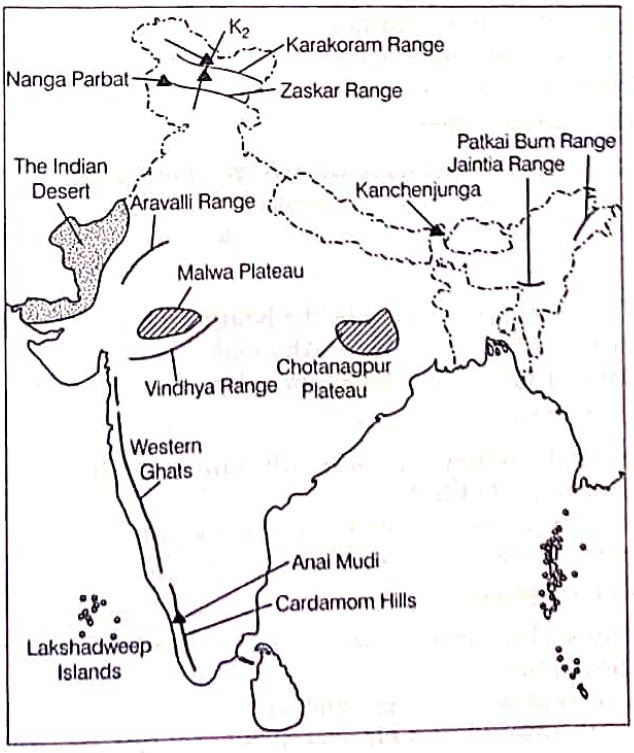
(*i*) Mountain and hill ranges–the Karakoram, the Zaskar, the Patkai Bum, the Jaintia, the Vindhya range, the Aravalli and the Cardamom hills.

(*ii*) Peaks–K2, Kanchenjunga, Nanga Parbat and the Anai Mudi.

(*iii*) Plateaus–Chotanagpur and Malwa

(*iv*) The Indian Desert, Western Ghats, Lakshadweep Islands.

*Ans. The given features are marked on the map below*

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** ..... are geographically young and structurally fold mountains that stretch over the Northern border of India.
(a) Aravallis (b) Vindhyas
(c) Himalayas (d) Cardamom Hills
*Ans.* (c) Himalayas

**2** In which direction, the Himalayan mountain ranges run from the Indus to the Brahmaputra?
(a) West-East (b) North-South
(c) East-West (d) North-East
*Ans.* (a) West-East

**3** Which of the following represents the loftiest and one of the most rugged mountain barriers of the world?
(a) Hindu Kush (b) Sulaiman range
(c) Kunlun mountains (d) Himalayan mountains
*Ans.* (d) Himalayan mountains

**4** The Himalayan mountains form an arc and cover distance of
(a) 2400 km (b) 1500 km (c) 2700 km (d) 6000 km
*Ans.* (a) 2400 km

**5** The Himalayas consist of how many parallel ranges in their longitudinal extent?
(a) Three parallel ranges (b) Four parallel ranges
(c) Five parallel ranges (d) Six parallel ranges
*Ans.* (a) Three parallel ranges

**6** The Northern plains have been formed by the interplay of how many river systems in India?
(a) Two (b) Three (c) Four (d) One
*Ans.* (b) Three

**7** How much area is covered by the Northern plains?
(a) 3 lakh sq km (b) 5 lakh sq km
(c) 7 lakh sq km (d) 9 lakh sq km
*Ans.* (c) 7 lakh sq km

**8** Which of the following is agriculturally the most productive part of India ?
(a) Northern plains (b) Peninsular plateau
(c) Coastal plains (d) Indian desert
*Ans.* (a) Northern plains

**9** The Indian Desert lies towards the Western margins of the
(a) Shiwalik hills (b) Jaintia hills
(c) Aravali hills (d) Khasi hills
*Ans.* (c) Aravali hills

**10** The Aravali region annually receives rainfall
(a) below 150 mm (b) below 125 mm
(c) above 150 m (d) below 120 mm
*Ans.* (a) below 150 mm

**11** Which type of climate the Aravali region has?
(a) Temperate climate (b) Arid climate
(c) Tropical climate (d) Mediterranean climate
*Ans.* (b) Arid climate

**12** Which is the only river found in desert region of India?
(a) Narmada (b) Tapti
(c) Luni (d) Kaveri
*Ans.* (c) Luni

**13** Find the incorrect option.
(a) Luni – river in the Indian desert
(b) Kaveri river – forms delta in the Northern circar
(c) Anai Mudi – Highest peak in the Western Ghat
(d) Baghelkhand – Eastward extension of the Central highlands.
*Ans.* (b) Kaveri river – forms delta in the Northern Circar

**14** Arrange the following regional divisions of the Himalayan-sequence from West to East direction.
1. Kumaon Himalayas
2. Nepal Himalayas
3. Punjab Himalayas
4. Assam Himalayas

**Codes**
(a) 1, 2, 3,4 (b) 4, 3, 2, 1
(c) 3, 1, 2, 4 (d) 2, 3, 1, 4
*Ans.* (c) 3, 1, 2, 4

**15** Arrange the following regions of the Northern Plains in sequence from North to South direction.
1. Bhangar 2. Terai
3. Bhabar 4. Khadar

**Codes**
(a) 3, 2, 1, 4 (b) 1, 2, 3, 4
(c) 4, 3, 2, 1 (d) 3, 4, 1, 2
*Ans.* (a)

**16** Consider the following statements about Terai belt.
1. Terai is a wet, Swampy and marshy region.
2. Terai is created by the streams and rivers.
3. Terai lies in the South of Bhangar region of the Northern plains.

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Which one is correct?

**Codes**

(a) Only 1 (b) Only 2
(c) 1 and 2 (d) All of these

*Ans.* (c) 1 and 2

**17** Consider the following statements about Deccan Plateau.

1. Deccan Plateau has a triangular landmass.
2. Deccan Plateau lies South of the Narmada river.
3. Satpura range lies North of the Deccan Plateau.

Which one is correct?

**Codes**

(a) Only 1 (b) Only 2
(c) 1 and 2 (d) All of these

*Ans.* (c) 1 and 2

## Match the Following

**18**

| List I | List II |
|---|---|
| A. Punjab Himalayas | 1. Teesta-Dihang rivers |
| B. Nepal Himalayas | 2. Satluj-Kali rivers |
| C. Assam Himalayas | 3. Kali-Teesta rivers |
| D. Kumaon Himalayas | 4. Indus-Satluj rivers |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 4 | 3 | 1 | 2 |
| (b) | 4 | 3 | 2 | 1 |
| (c) | 4 | 3 | 1 | 2 |
| (d) | 3 | 4 | 2 | 1 |

*Ans.* (a)

**19**

| List I | List II |
|---|---|
| A. Makalu | 1. 8078 m |
| B. Annapurna | 2. 8481 m |
| C. Kanchenjunga | 3. 8598 m |
| D Nanda Devi | 4. 7817 m |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 2 | 1 | 3 | 4 |
| (b) | 3 | 2 | 1 | 4 |
| (c) | 1 | 2 | 3 | 4 |
| (d) | 1 | 4 | 3 | 2 |

*Ans.* (a)

## Fill in the Blanks

**20** A river in its ..... makes riverine islands, deltas etc.

*Ans.* Lower courses

**21** From the geological point of view, one of the ancient landmasses in India is ..... .

*Ans.* Peninsular plateau

**22** The Himalayan mountain ranges are studied by two ways; through its ..... extent and ..... extent.

*Ans.* longitudinal, regional

## Correct and Rewrite

**23** The Lakshadweep island groups are volcanic islands of India, while the Andaman and Nicobar islands are coral islands.

*Ans.* The Lakshadweep Island groups are coral islands while the Andaman and Nicobar Islands are volcanic islands of India.

**24** The Southern part of Western coast is known as Malabar coast, while Central and Northern parts are called Konkan and Kannad, respectively.

*Ans.* The Southern part of Western coast is known as Malabar coast while Northern and Central parts are called Konkan and Kannad, respectively.

## Assertion / Reason

**25** **Assertion** (A) The chambal, Sind, Betwa and Ken rivers flow from South West to North-East.
**Reason** (R) The Central highland slopes from South-West to North-East direction.

**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

**26** **Assertion** (A) The Himalayas form the highest and the rugged mountains in the world.
**Reason** (R) The Mount Everest is the highest peak in the world lying in the Himalayas.

**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

**27** **Assertion** (A) The Eastern Ghats are discontinuous and irregular.
**Reason** (R) The Eastern Ghats are cut by rivers flowing into the Bay of Bengal.

**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

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## Very Short Answer Questions

**28** Which range of Himalayas is the most continuous range?

*Ans.* The Northernmost range which is also known as Himadri or Inner Himalayas, is the most continuous range of Himalayas.

**29** Which is the largest mountain range of the Himachal or lesser Himalayas.?

*Ans.* It is the Pir Panjal mountain range.

**30** Name the three prominent sub-ranges of the Himachal Himalayas.

*Ans.* The sub-ranges are named as Pir Panjal, Dhaula Dhar and Mahabharat.

**31** Name the part of the Himalayas located between Kali and Satluj rivers?

*Ans.* The part of the Himalayas located between Kali and Satluj rivers is the Kumaon Himalayas.

**32** State one characteristic of the Eastern Himalayas.

*Ans.* The Eastern mountain ranges of the Himalayas have higher altitudinal extent (height).

**33** The Garo, Khasi and Jaintia hills lie in which region of the Himalayas?

*Ans.* These hills lie in the Eastern Himalayas region.

**34** What is Terai?

*Ans.* It is a zone of wet and marshy land located in the Northern plains.

**35** What are doabs?

*Ans.* Doabs are the land between two rivers.

**36** Name the highest peak which lies in the Western Ghats.

*Ans.* Anai Mudi is the highest peak in Western Ghats. Its height is 2695 m.

**37** Which is the highest peak in the Eastern Ghats and what is its height?

*Ans.* Mahendragiri at a height of 1501 m is the highest peak in the Eastern Ghats.

**38** Name the hills that lie at the junction of the Western and Eastern Ghats.

*Ans.* The Nilgiri hills in Tamil Nadu lie at the junction of the Eastern and Western Ghats.

**39** Which part of the plateau contains black soil of volcanic origin?

*Ans.* The Western part of plateau known as the Deccan trap contains black soil of volcanic origin.

**40** What do you understand by Deccan Trap?

*Ans.* It is an area of volcanic origin and made up of igneous rocks in the Deccan plateau over the years, the rock are broken down into black soil.

**41** Are the Aravalli hills located in the Western Ghats or the Eastern Ghats?

*Ans.* The Aravalli hills are neither in the Eastern nor in the Western Ghats, but they are located North to both Ghats.

**42** What are barchans? Where are they found?

*Ans.* Barchans are crescent shaped dunes which cover larger area of deserts. These are found in the Indian desert mainly in Jaisalmer and near Indo-Pakistan boundary.

**43** What is the Southern part of the Western coastal plains known as?

*Ans.* The Southern part of the Western coastal plains is known as Malabar (mostly in Kerala).

**44** What makes up the habitat in which coral polyps flourish?

*Ans.* Coral polyps flourish in a habitat consisting of shallow warm water which does not have mud. This kind of habitat is found in Lakshadweep.

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## Short Answer (SA) Type Questions

**1** State any three features of the Himalayan mountains.

*Ans.* *Features of the Himalayan mountains are*

(*i*) Himalayas stretch along the North and North East of India in an arc of over 2400 kms.

(*ii*) They are geologically newer and younger fold mountains of the Earth.

(*iii*) The Himalayan ranges have higher mountain peaks in the East than in the West.

**2** Give a description of the Shiwaliks.

*Ans.* The outer most range or the foothills of the Himalayas is called the Shiwaliks. Its height varies between 900 and 1100 m. Its average width extends over 10-50 km.

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They are composed of coarse sediments brought down by rivers from the main Himalayan ranges. The valleys in this range are covered with thick gravel and alluvium.

The longitudinal valley lying between the lesser Himalaya and the Shiwaliks are known as 'Duns', with the names like Dehra Dun, Kotli Dun and Patli Dun.

**3** Name the part of the Northern plains formed of older alluvium. Mention any two characteristic features of it.

*Ans.* The part of the Northern plains formed of older alluvium is known as *'bhangar'*.

*Its two characteristic features are*

(*i*) It lies above the flood plains of the rivers and presents a terrace like feature.

(*ii*) Its soil contains calcareous deposits locally known as '*kankar*'. It is not as agriculturally fertile as the part lying closer to the rivers because it does not get renewed every year.

**4** Name the three sections into which the Northern plain has been divided. Write one feature of each.

*Ans.* *The Northern plain is broadly divided into following three sections*

(*i*) Punjab plain (*ii*) Ganga plain

(*iii*) Brahmaputra plain

*Features of these sections are*

(*i*) **Punjab Plain** It covers the Western part of Northern plains.

(*ii*) **Ganga Plain** It extends between Ganga and Teesta rivers.

(*iii*) **Brahmaputra Plain** It lies mostly in the State of Assam.

**5** Name the coastal strip of the Peninsular plateau lying along the Arabian sea. Describe any four features of it.

*Ans.* The coastal strip lying along the Arabian sea is the Western coastal strip.

*Features of the Western coastal strip are*

(*i*) It lies between the Western Ghats and the Arabian sea.

(*ii*) It is a narrow plain.

(*iii*) It consists of three sections.

(*iv*) The Northern part of the coast is known as Konkan. The Central stretch of this Coastal strip is known as Kannad. The Southern stretch is known as the Malabar coast.

**6** What are the differences between the Central Highlands and Deccan Plateau?

*Ans.* *The differences between the Central Highlands and Deccan Plateau are*

| Feature | Central Highlands | Deccan Plateau |
|---|---|---|
| Location | North of the Narmada river | South of the Narmada river |
| Constituent parts and extensions | Malwa plateau, Bundelkhand, Baghelkhand and Chotanagpur plateau | Mahadeo, Kaimur and Maikal hills. Its Eastern extensions are Garo, Khasi, Jaintia, North Circar and Karbi- Anglong hills |
| Rivers | Chambal, Sind, Betwa and Ken | Mahanadi, Godavari, Krishna and Kaveri |

**7** Make a comparison between the Shiwalik and the Himachal Himalayas based on the following

(*i*) Composition (*ii*) Altitude

*Ans.* *The comparison between the Shiwalik and Himachal Himalayas on the given basis are*

| Mountain Range | Composition | Altitude |
|---|---|---|
| Shiwalik | Composed of unconsolidated sediments i.e. thick gravel and alluvium brought down by the Himalayan rivers. | This is the outermost range of the Himalayas with height varying between 900 and 1100 m. |
| Himachal Himalayas | Composed of highly compressed and altered rocks. | It lies South of the Himadri with height varying from 3700 to 4500 m. |

**8** State any three differences between the Himadri range and Shiwalik range.

*Ans.* *The differences between Himadri and Shiwalik ranges are*

| Feature | Himadri Range | Shiwalik Range |
|---|---|---|
| Location | This is the Northern most and innermost range of the Himalayas. | This is the outermost range of the Himalayas. |
| Altitude | The average altitude of this range is 6000 m. | The average altitude varies from 900 to 1100 m. |
| Composition | The core of this part of the Himalayas is composed of granite. | This range is composed of unconsolidated sediments brought down by rivers from the main Himalayan ranges. |

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**9** Read the sources given below and answer the questions that follows.

**Source A The Peninsular Plateau**

The Peninsular plateau is a tableland composed of the old crystalline, igneous and metamorphic rocks.

It was formed due to the breaking and drifting of the Gondwana land and thus, making it a part of the oldest landmass.

(i) To what extent do you agree that the Peninsular plateau area is an old landmass?

**Source B The Islands**

The entire group of islands is divided into two broad categories – The Andaman in the North and the Nicobar in the South. It is believed that these islands are an elevated portion of submarine mountains. There is a great diversity of flora and fauna in this group of islands too.

(ii) Why there is a great diversity of flora and fauna in the island groups of India ?

**Source C The Indian Desert**

This region receives very low rainfall below 150 mm per year. It has arid climate with low vegetation cover. Streams appear during the rainy season. Soon after they disappear into the sand as they do not have enough water to reach the sea. Luni is the only large river in this region.

(iii) 'Streams appear during the rainy season' in the Indian Desert. Explain in brief.

*Ans.* (*i*) The Peninsular plateau region was formed by breaking and drifting of the Gondwanaland. This took place many millions of years. Thus, it is a part of the oldest landmass.

(*ii*) This is because the island groups of India are located close to the equator and experience equatorial type of climate which support great diversity in flora and fauna.

(*iii*) Streams appear during the rainy season in the Indian desert. It is because this region has arid climate and vast expanse of sand. Rivers which flow here become underground due to presence of sand and have very small amount of water due to less rain i.e. 150 mm per year.

## Long Answer (LA) Type Questions

**1** Name three longitudinal divisions of the Himalayas. State one characteristic feature of each.

*or* Name the three parallel ranges of the Himalayas. Write one main feature of each.

*or* Give two characteristics of each of the following
(i) The Great Himalayas
(ii) The Middle Himalayas

*or* Name the three major divisions of the Himalayas from North to South.

*Ans.* The three longitudinal division of the Himalayas, in other words, the parallel ranges of the Himalayas are Himadri, Himachal and Shiwaliks.

(*i*) **Himadri/ Inner Himalayas /Great Himalayas**
(*a*) The Northernmost range is known as the Great or Inner Himalayas.
(*b*) It is the highest range with an average height of 6000 m.
(*c*) It contains all the prominent Himalayan peaks.
(*d*) The folds of Great Himalayas are asymmetrical in nature. The core of this part of the Himalayas is composed of granite.

(*ii*) *Himachal/ Lesser Himalayas / Middle Himalayas*
(*a*) It is known as the Himachal or Lesser Himalaya.
(*b*) It lies to the South of Himachal and forms the most rugged mountain system.
(*c*) The altitude varies between 3700 and 4500 m and the average width is 50 km.
(*d*) This range consists of the famous valley of Kashmir, the Kangra valley and Kullu valley in Himachal Pradesh.

(*iii*) **Shiwaliks /Outer Himalayas**
(*a*) The outermost range of the Himalayas is called Shiwaliks.
(*b*) The Shiwaliks extend over a width of 10 to 50 kms and have an altitude varying between 900 and 1100 m.
(*c*) This range is composed of unconsolidated sediments brought down by rivers from the main Himalayan ranges located farther North.
(*d*) The valleys are covered with thick gravel and alluvium.

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**2** Give an account of the four divisions of the Himalayas from West to East along with Purvanchal hills.

*Ans.* *The divisions of the Himalayas from West to East are*

(*i*) ***Punjab Himalayas*** The part lying between the Indus and Satluj rivers has been traditionally known as Punjab Himalayas, but it is regionally known as Kashmir and Himachal Himalayas.

(*ii*) ***Kumaon Himalayas*** The part lying between the Satluj and Kali rivers is known as Kumaon Himalayas.

(*iii*) ***Nepal Himalayas*** The part lying between the Kali and Teesta rivers is known as Nepal Himalayas.

(*iv*) ***Assam Himalayas*** The part lying between the Teesta and Dihang rivers is known as Assam Himalayas.

(*v*) ***Purvanchal Himalayas*** The Himalayas in the Eastern part of India are known as Purvanchal Himalayas.

**3** Describe the river systems of the Northern plains by giving their main features.

*Ans.* The three river systems in the Northern plains from West to East are the Indus systems, the Brahmaputra and the Ganga.

**Indus River System**

A large part of the Indus system lies in Pakistan. The Indus and its tributaries - Jhelum, Chenab, Ravi, Beas and Satluj originate in the Himalayas. This section of the plain is dominated by the doabs.

**Ganges River System**

The Ganga plain extends between the Ghaggar and Teesta rivers. It spreads over the States of Haryana, Delhi, Uttar Pradesh, Bihar, some part of Jharkhand and West Bengal. It has tributaries like the Yamuna, Gomati, Son, Gandak and Kosi.

**The Brahmaputra River System**

The Brahmaputra plain lies in Assam, where it is joined by its tributaries. These plains are comparatively narrow.

**4** Give a brief explanation about important features of the Ganga plain.

*or* Write an account on the relief of the Ganga plain.

*Ans.* *The important features of the Ganga plain are*

(*i*) The Ganga plain or basin forms the middle part of the Northern plains of India.

(*ii*) It extends between the Ghaggar and Teesta rivers.

(*iii*) It spreads over the states of Haryana, Delhi, Uttar Pradesh, Bihar, parts of Jharkhand and West Bengal.

(*iv*) The Ganga plain is drained mostly in the Eastward direction by the Ganga and its major tributaries are the Yamuna, Gandak, Kosi, Son etc.

(*v*) It slopes gently Eastwards and has high fertile soil. It is agriculturally the most important region of India.

(*vi*) It is highly populated and has many major cities on its river banks.

**5** Describe the formation of the Peninsular plateau. Write its distinct features.

*or* Describe any five features of the Central highlands of India.

*or* Describe any three distinct features of the Peninsular plateau of India.

*Ans.* The Peninsular plateau is a tableland composed of old crystalline, igneous and metamorphic rocks. It was formed due to breaking and drifting of Gondwana land, thus, making it a part of the oldest landmass.

*The features of the Peninsular plateau are as follows*

(*i*) The Peninsular plateau lies in Central and South India and is triangular in shape.

(*ii*) This plateau has broad and shallow valleys and rounded hills.

(*iii*) The Peninsular plateau consists of two broad divisions, namely the Central Highlands and the Deccan Plateau.

**Central Highlands**

(*i*) The part of the Peninsular plateau lying to the North of the Narmada river covering a major area of the Malwa plateau is known as the Central Highlands.

(*ii*) The Vindhyan range which is bounded by Satpura range surrounds the Central Highlands on the South and the Aravallis on the North-West. The Westward extension gradually merges with the sandy and rocky desert of Rajasthan.

(*iii*) The flow of the rivers in this region, namely the Chambal, Sind, Betwa and Ken, is from South-West to North-East, thus indicating the slope.

(*iv*) The Central Highlands are wider in the West, but narrower in the East.

(*v*) The Eastward extensions of this plateau are locally known as Bundelkhand and Baghelkhand. The Chotanagpur plateau marks the further Eastward extension and is drained by the Damodar river.

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**Deccan Plateau**

(*i*) This triangular area lies South of the Narmada river.

(*ii*) The Satpura mountain range marks its broad boundary in the North.

(*iii*) The plateau is separated from the hills of Garo, Khasi and Jaintia in the North-East by a geological fault.

(iv) The part of the plateau known as the Deccan Trap contains black soil of volcanic origin.

**6** Describe any five features of the Western coastal plains.

*Ans.* *Five features of the Western coastal plains are*

(*i*) These plains are sandwiched between the Western Ghats and the Arabian sea.

(*ii*) They are very narrow as compared to the Eastern coastal plains.

(*iii*) They consist of three sections, *Konkan* in the North, *Kannad* in the middle and *Malabar* in the South.

(*iv*) They have a number of ports because of the highly indented (not continuous) coastline.

(*v*) They get heavy rain during the monsoon due to the Western Ghats causing orographic rain.

**7** What are corals? Name and describe the island which is of coral origin.

*or* Write a short note on 'corals' ?

*or* What are corals? Describe the main features of the islands group which are of coral origin.

*Ans.* Coral polyps are short-lived microscopic organisms which live in colonies. They flourish in shallow, mud free and warm waters.

They secrete calcium carbonate. The coral secretion and their skeletons form coral deposits known as reefs.

*They are mainly of three kinds*

(*i*) **Barrier Reef** The Great Barrier Reef of Australia is a perfect example of the first kind of coral reef.

(*ii*) **Fringing Reef** 'Fringing reefs' are reefs that grow very close to the shore on mainland or high island (Continental shelf or volcanic mid-ocean island) coasts.

(*iii*) **Atolls** Atolls are circular or horse shoe-shaped coral reefs.

In India, Lakshadweep island is of coral origin. It covers a small area of 32 sq km. Kavaratti is the administrative headquarters of Lakshadweep. This island group has great diversity of flora and fauna.

**8** How do the Himalayas play a vital role in the economic and cultural development of India?

*Ans.* *The Himalayas play an important role in the economic and cultural development of India in the following ways*

**Economic Impact**

(*i*) The Himalayas act as a barrier to the South-West monsoon winds.

When they strike the Himalayas, they shed their moisture bringing much needed rainfall in the Northern parts of the country. Indian agriculture is immensely benefited by the monsoons.

(*ii*) There are many hill stations in the Himalayan region like Shimla, Manali, Dharmshala, Nainital, etc .

They are visited by tourists from all over the world, generating employment opportunities for the people.

**Cultural Impact**

(*i*) The Himalayas spread over vast regions running across various countries like India, Nepal, Bhutan, China, Pakistan, etc .

This gives a common cultural background and provides scope for cultural exchange.

(*ii*) The Himalayas also have shrines which are considered to be the abodes of Gods. Large number of pilgrims come to visit these sacred shrines.

**9** 'The Indian landmass shows a great physical contrast.' Explain this statement.

*Ans.* India's landmass has great contrasts, this can be said by seeing the Peninsular plateau, the Himalayas and other landforms that exist in India.

The Peninsular plateau in the South is a very old landmass, whereas the Himalayas in the North are fairly new, the Himalayas and the Northern plains are unstable zones, whereas the Peninsular plateau is very stable.

While the Himalayas are composed of sedimentary and metamorphic rocks, the Northern plains are made of deposited alluvium and the Peninsular plateau is made up of igneous and metamorphic rocks.

Likewise, the Himalayas have lofty peaks and deep valleys, while the Deccan region has gently rising ranges and wide valleys. There exist vast sandy desert in the Western part of India. Thus, the Indian landmass shows a great physical contrast.

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**10** Name the two coastal strips that flank the Peninsular plateau. Distinguish the two by giving two characteristics of each.

*Ans.* *The two coastal strips that flank the Peninsular plateau are*

| Western Coastal Strip | Eastern Coastal Strip |
|---|---|
| It lies between the Western Ghats and the Arabian sea. | It lies between the Eastern Ghats and the Bay of Bengal. |
| It is a narrow plain consisting of three sections. The Northern part of the coast is called Konkan coast, the Central part is known as Kannad plain and Southern stretch is called the Malabar coast. | It is broader than the Western coastal plain. It consists of two main sections. In the Northern part, it is referred to as Northern Circar. In the Southern part, it is known as Coromandel coast. |
| The rivers flowing in this region are short and fast flowing. The major Westward flowing rivers are Narmada and Tapi. | The rivers flowing in this region are much longer and broader compared to the Western strip. The major rivers which make deltas are the Mahanadi, Godavari, Krishna and Kaveri. |

**11** Read the extract and answer the questions that follows

A detailed account of the different physiographic units highlights the unique features of each region. It would, however, be clear that each region complements the other and makes the country richer in its natural resources.

The mountains are the major sources of water and forest wealth. The Northern plains are the granaries of the country. They provide the base for early civilisations. The plateau is a storehouse of minerals, which has played a crucial role in the industrialisation of the country.

The coastal region and island groups provide sites for fishing and port activities. Thus, the diverse physical features of the land have immense future possibilities of development.

(i) How are the coastal islands useful for India?

(ii) In what way the Himalayan mountains have become the major source of water?

(iii) What role plains and plateau play in India's development.

*Ans.* (i) The coastal islands are useful for India as they provide sites for fishing and port activities.

(ii) *In the following ways, the Himalayan mountains have become major source of water*

(a) The mountains block the way of monsoon winds causing rains in the Northern part of India.

(b) Melting of snow in the mountains give rise to rivers which are sources of water.

(iii) *Plains and plateaus play an important role in India's development in the following ways*

(a) The Northern plains provide fertile land that is most suitable for agriculture.

(b) The Peninsular plateau provides minerals that are needed by the industries.

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## Map Based Questions

**1** (a) Three features are shown on the outline map of India. Identify these features and write their names on the lines marked on the map.

(*i*) A mountain range between the Narmada and Tapi rivers.

(*ii*) The highest peak in the Cardamom hills.

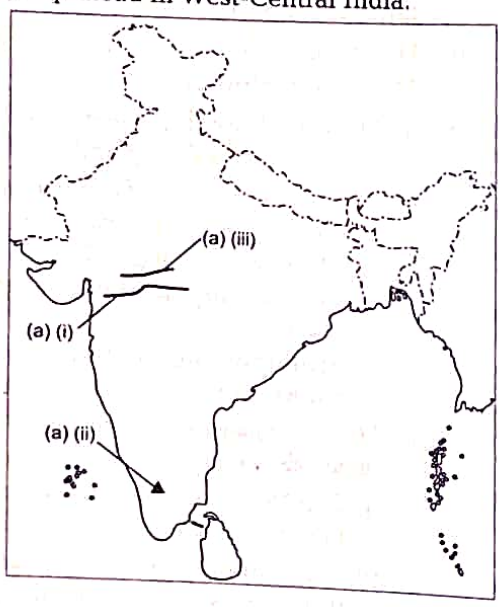
(*iii*) A mountain range North of the Satpura range.

(b) On the map, locate and label the following with appropriate symbols.

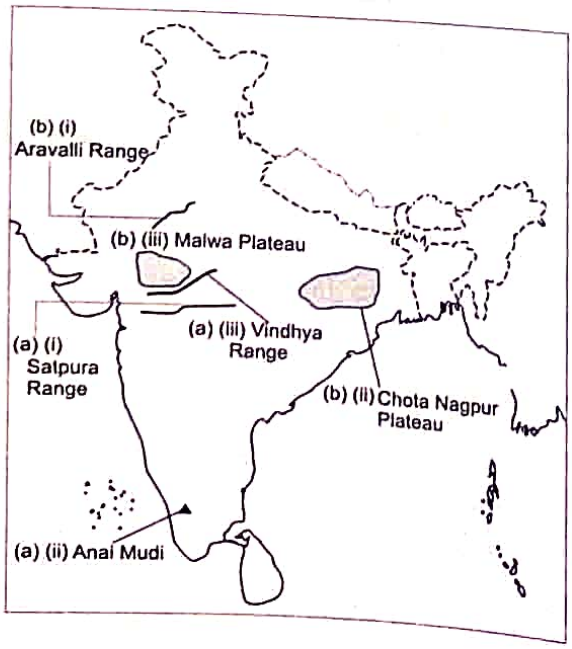
(*i*) A mountain range lying mostly in Rajasthan.

(*ii*) A plateau lying mostly in Jharkhand and Chhattisgarh.

(*iii*) A plateau in West-Central India.




*Ans.*




**2** (a) Three features are shown on the outline map of India. Identify these features and write their names on the lines marked on the map.

(*i*) A mountain range in Uttarakhand.

(*ii*) The highest peak in the Himalayas in India.

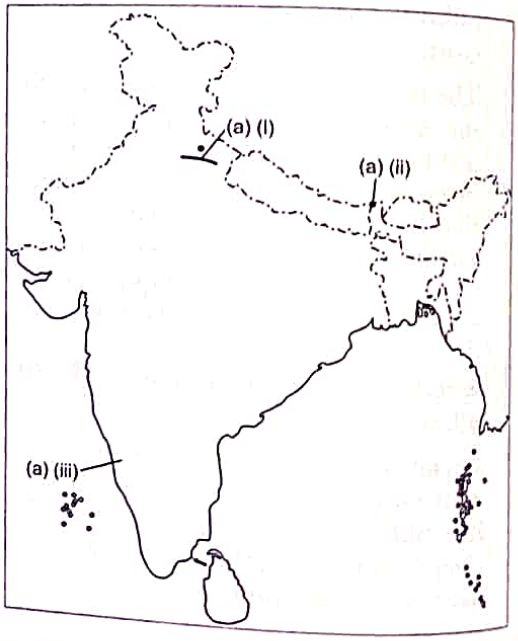
(*iii*) Ghats lie on the Western part of the Deccan Plateau.

(b) On the map, locate and label the following with appropriate symbols.

(*i*) A region of the Peninsular plateau which is triangular in shape.

(*ii*) K2 Mountain Peak

(*iii*) Ghats lie on the Eastern part of the Deccan Plateau.

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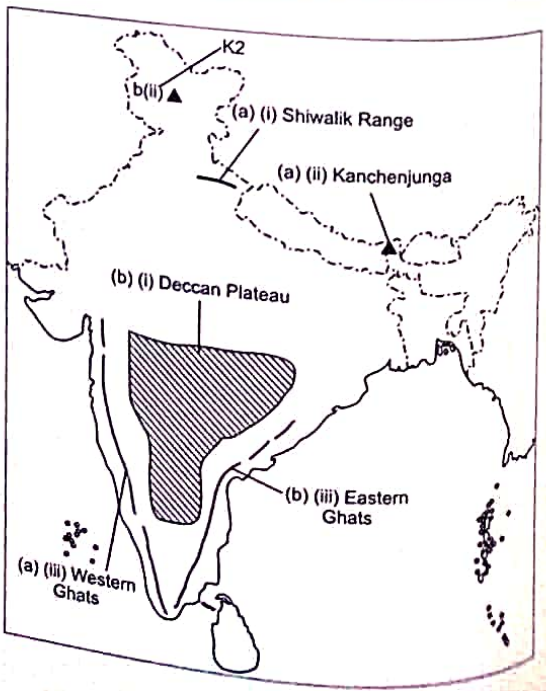


EXAM PRACTICE

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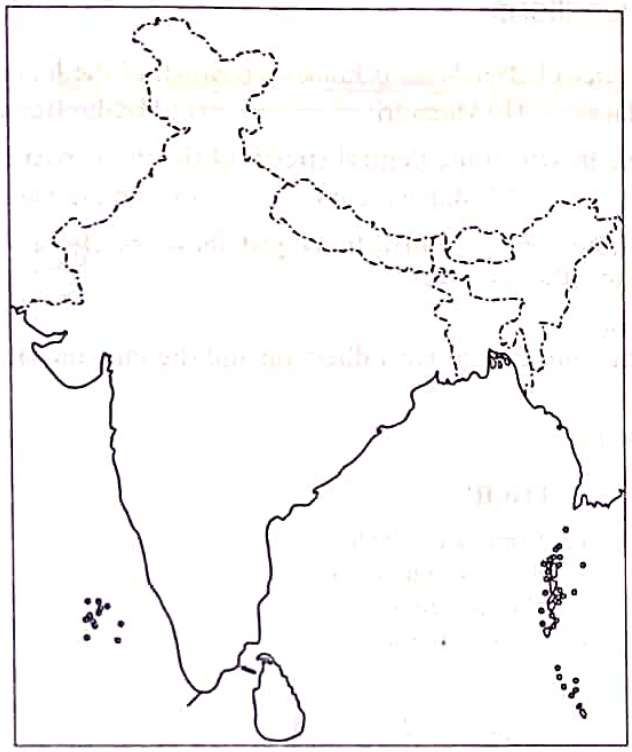
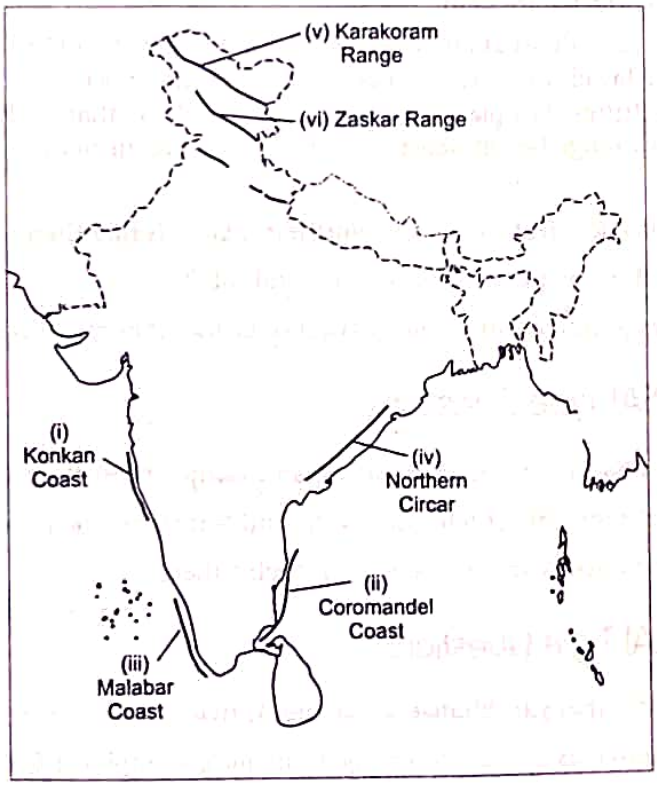
**3** On outline map of India locate and label the following features with appropriate symbols.

(*i*) Konkan Coast
(*ii*) Coromandel Coast
(*iii*) Malabar Coast
(*iv*) Northern Circar
(*v*) The Karakoram Range
(*vi*) Zaskar Range



*Ans.*



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# Self Assessment

## Objective Type Questions

1. The outermost range of Himalayas is known by which of the following names?
   (a) Inner Himalayas (b) Himadri (c) Middle Himalayas (d) Shiwaliks
2. What is the name by which the Central stretch of the West coast is known?
   (a) Konkan (b) Malabar coast (c) Kannad plain (d) Coromandel coast
3. When one goes from South to North India, just above the Deccan plateau lies the ..... that comprises of many other plateaus.
4. Correct and rewrite
   The Himalayas lie from East to West direction and the Purvanchal lies from South to North direction.
5. Match the following

| List I | List II |
|---|---|
| A. Terai | 1. Stones and pebbles |
| B. Bhangar | 2. Intensive agriculture |
| C. Bhabar | 3. Thickly forested |
| D. Khadar | 4. Not very fertile |

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 3 | 4 | 1 | 2 |
| (b) | 3 | 2 | 1 | 4 |
| (c) | 1 | 2 | 3 | 4 |
| (d) | 1 | 4 | 3 | 2 |

6. Identify the incorrect statement
   (a) Orographic rainfall occurs in Western Ghats that give plenty of rainfall to that region.
   (b) Sheroy and Javadi hills are situated in the Eastern Ghats.
   (c) More agriculture takes place in Eastern Coastal plains than in Western Coastal plains.
   (d) The Vindhya range lies in South and the Chota Nagpur plateau lies in North of the Central Highlands.
7. What are the physical features of the Northern plain? Name them.
8. How is the Earth's crust caused to fracture and fold?
9. Name the states where Kaimur hills, Javadi hills and Shevroy hills are located.

## Short Answer (SA) Type Questions

10. Give a description of the term 'fault' using an example from the Peninsular plateau.
11. Differentiate between convergent, divergent and transform plate boundaries.
12. Which features of desert restrict people to inhibit there?

## Long Answer (LA) Type Questions

13. Elucidate Khadar, Bhangar, Bhabar, Teral and Alluvium.
14. Why is India known as a country having all major geographical features of the world? Explain.
15. Give a brief account of Indian Coastal plains.

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CHAPTER

# 03

# Drainage

The term drainage describes the river system of an area. Many small streams flowing from different directions come together to form the main river. This main river ultimately drains into a large water body e.g. a lake, a sea or an ocean.

The area which is drained by a single **river system**[1] is known as a **drainage basin.**

**The world's largest drainage basin is of the Amazon river** (South America). Whereas **in India, the largest drainage basin is of the Ganga river.**

An elevated area, such as a mountain or an upland, which separates two drainage basins is known as a **water divide.**

**Chapter Syllabus**

- Concept
- Drainage Systems in India
- The Himalayan Rivers
- The Peninsular Rivers
- Lakes
- Role of Rivers in the Economy
- River Pollution

## Drainage Systems in India

The drainage systems of India are mainly controlled by broad relief features of the subcontinent. Based on these features, the Indian rivers are divided into two major groups such as

- The Himalayan rivers
- The Peninsular rivers

Apart from originating from the two major physiographic regions of India, these two major groups are different from each other. *Both of these major groups are discussed below*

## 1. The Himalayan Rivers

- These rivers are mostly perennial, which means they have water throughout the year. These rivers receive water from rain as well as from melted snow from the high mountains.
- The **Indus** and the **Brahmaputra** are major Himalayan rivers. They originate from North of the mountain ranges.

1 River System A river alongwith its tributaries is called a river system.

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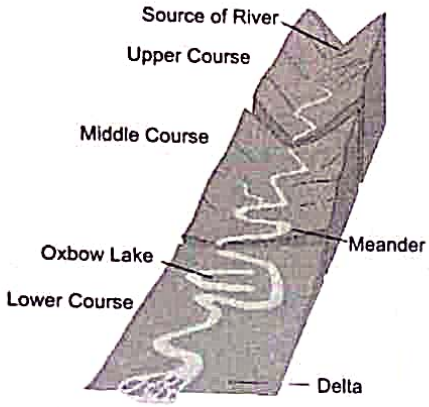
- These rivers are long and joined by many large and important tributaries. They have cut through the mountains, making **gorges**[2].
- These rivers have long **courses**[3] from their source to the sea. These rivers perform intensive **erosion activity**[4] in their upper course and carry huge loads of silt and sand.
- These rivers form **meanders**[5], **Oxbow lakes**[6] and other depositional features during their middle and lower courses in the floodplains. These rivers have well developed **deltas.**




Some Features Made by Rivers

A river along with its tributaries may called as **river system.** *The major river systems of the Himalayan rivers are*

(i) The Indus river system,
(ii) The Ganga river system,
(iii) The Brahmaputra river system,

**Note** As per the latest CBSE Syllabus, here we will discuss only Ganga and Brahmaputra river system.

## The Ganga River System

- This system starts as the Bhagirathi (headwaters of the Ganga) from the Gangotri **glacier**[7]. It is joined by the Alaknanda river at Devaprayag in Uttarakhand to form the Ganga. Its length is over 2500 km.
- At Haridwar, the Ganga emerges from the mountains on to the plains.
- The Ganga is joined by many tributaries from the Himalayas. Few of these tributaries are major rivers such as the Yamuna, Ghaghara, Gandak and Kosi.
- The river Yamuna originates from the Yamunotri glacier in the Himalayas. It flows parallel to the Ganga as a right bank tributary. It meets the Ganga at Allahabad.
- The Ghaghara, the Gandak and the Kosi rise in the Nepal Himalayas. These are the rivers which cause flood in parts of the Northern plains each year. These cause widespread damage to life and property but also enrich the soil for agricultural use.
- The Ganga's main tributaries which come from the Peninsular uplands are the Chambal, the Betwa and the Son. These rise from semi-arid areas, have shorter courses and do not carry much water in them.
- The Ganga flows Eastwards till Farakka in West Bengal. This is the northernmost point of the Ganga. Here it divides into two branches and forms a **distributary**[8] known as the Bhagirathi-Hooghly (also called Hugli), which flows Southwards through the deltaic plains into the Bay of Bengal.
- The main stream of the Ganga flows Southwards into Bangladesh, where it is joined by the Brahmaputra. Further downstream, it is known as Meghna. This river flows into the Bay of Bengal.
- The delta formed by the Ganga and the Brahmaputra rivers is known as the **Sundarban Delta.**
- It is the world's largest and fastest growing delta. It is also the home of Royal Bengal Tiger.
- The Sundarban Delta derived its name from the Sundari tree which grows well in **marshland**[9].
- Ambala is located on the water divide between the Indus and the Ganga river system. The plains from Ambala to the Sundarban stretch over nearly 1800 km but the fall in its slope is only 300 m. In simple terms, there is a fall of just one metre for every 6 km. Therefore, the river develops large meanders.

### Namami Gange Programme

The Namami Gange Programme is an **Integrated Conservation Mission** approved as a flagship programme by the Union Government in June 2014. The objective of this programme is effective abatement (reduction) of pollution, conservation and rejuvenation of the national river Ganga.

2 **Gorges** Deep narrow passages with steep rocky sides through which rivers may flow.
3 **Course** The route or direction followed by a ship, road or river.
4 **Erosion activity** It is the gradual destruction and removal of rock or soil in a particular area by rivers, the sea or the weather.
5 **Meander** A winding curve or bend of a river.
6 **Oxbow Lake** A crescent-shaped lake formed when a meander of a river or stream is cut off from the main channel.
7 **Glacier** A huge mass of ice slowly flowing over a landmass formed from compacted snow in an area where snow accumulation exceeds melting and sublimation.
8 **Distributary** A branch of a river that does not return to the main stream after leaving it.
9 **Marshland** An area of low-lying land that is usually saturated with water.

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## The Brahmaputra River System

- The Brahmaputra river originates in Tibet, East of Mansarowar lake. Its source is very close to the sources of the Indus and Satluj.
- It flows Eastward parallel to the Himalayas. On reaching the Namcha Barwa mountain (7757m), it takes a 'U' turn and enters India in Arunachal Pradesh through a gorge. Here, it is called **Dihang**.
- It is slightly longer than the Indus and most of its course lies outside India. It is joined by many tributaries like Dibang, Lohit etc to form the Brahmaputra in Assam.
- It carries very little silt and water from Tibet as it is a cold and dry area. Whereas in India, the Brahmaputra passes through a region of high rainfall (Assam) so, the river carries a large volume of water and considerable amount of silt.
- It has a **braided channel**[10], in Assam, forming many riverine islands. Majuli island, the world's largest riverine island is formed by it. Brahmaputra overflows its banks during the monsoon every year, causing severe floods in Assam and Bangladesh.
- Unlike other North Indian rivers, the Brahmaputra is marked by huge deposits of silt on its bed causing the riverbed to rise. The river also shifts its channel frequently.
- Brahmaputra is known as **Tsang Po** in Tibet and **Jamuna** in Bangladesh.

**Check Point 01**

1 The river having the largest drainage basins in india is ..... .
2 Identify the major tributaries of the Ganga river system.
3 Name the world's largest and fastest growing delta that is the home of Royal Bengal Tiger.
4 Name two major tributaries of the Brahmaputra river.
5 Name the city located at water divide between the Indus and the Ganga river system.

# 2. The Peninsular Rivers

- These are the seasonal rivers as their flow is dependent on rainfall. During the dry season, the large rivers even reduced the flow of water in their channel.
- These rivers have shorter and **shallower**[11] courses as compared to the Himalayan rivers.
- Most Peninsular rivers originate in the Western Ghats and flow towards the Bay of Bengal e.g. Mahanadi, Godavari, Krishna and Kaveri. These rivers make **deltas**[12] at their mouths.
- The Western Ghats act as a water divide in the Peninsular India. These Ghats run from North to South close to the Western coast.
- The coastal plains between Western Ghats and the Arabian Sea are very narrow. Hence, the coastal rivers are short.
- Some of the Peninsular rivers originate in the central highlands and flow towards the West.
- Tapi and Narmada are the only two long rivers which flow West and make **estuaries**[13]. The drainage basins of the Peninsular rivers are comparatively small in size.

*The important basins of the Peninsular rivers are as follows*

## The Narmada Basin

- The Narmada originates in the Amarkantak hills of Madhya Pradesh. It flows towards the West in a **rift valley**[14] formed due to a geological fault.
- On its way to the sea, the Narmada creates many picturesque locations. The **marble rocks** near Jabalpur, where the Narmada flows through a deep gorge is one such example. The other example is the Dhuadhar falls, where the river plunges (dive) over steep rocks.
- All the tributaries of Narmada are very short in length. Most of its tributaries join the main stream at right angles.
- The Narmada basin covers parts of Madhya Pradesh and Gujarat. The **Narmada River Conservation Mission** has been undertaken by the government of Madhya Pradesh by a scheme named **Namami Devi Narmade.**

## The Tapi Basin

- Tapi river originates in the Satpura ranges in the Betul district of Madhya Pradesh. It flows in a rift valley parallel to the Narmada river but it is much shorter in length.
- It covers parts of Madhya Pradesh, Gujarat and Maharashtra.

10 Braided channel A drainage channel in which bars and islands have been deposited and around which the river flows. Braiding occurs when the discharge fluctuates frequently or when the river cannot carry its full load.
11 Shallower A Little depth.
12 Deltas Triangular shaped alluvial deposits at the mouth of rivers where they enter the sea.
13 Estuary The tidal mouth of a large river, where the tide meets the stream.
14 Rift Valley A long narrow valley formed by land between two parallel faults subsiding, often associated with earthquake activity.

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## The Godavari Basin

- Godavari river originates from the slopes of the Western Ghats in the Nasik district of Maharashtra.
- It is the longest river (about 1500 km). It has the largest drainage basin and the largest delta of the Peninsular rivers. It is also known as **Dakshin Ganga** because of its length and the area it covers.
- It has many tributaries such as Manjra, Wainganga and Penganga, Purna, Wardha and Pranhita.
- The Godavari basin covers parts of Maharashtra (about 50% of the basin area lies in Maharashtra), Madhya Pradesh, Odisha and Andhra Pradesh. It drains into the Bay of Bengal.

## The Mahanadi Basin

- Mahanadi river originates in the highlands of Chhattisgarh. It flows through Odisha to reach the Bay of Bengal.
- The length of the river is about 860 km. Its drainage basin is shared by Maharashtra, Chhattisgarh, Jharkhand and Odisha.

## The Krishna Basin

- Krishna river originates from the Western Ghats near Mahabaleshwar. It flows into the Bay of Bengal.
- Its length is about 1400 km. Tungabhadra, Koyana, Ghatprabha, Musi and Bhima are some of its tributaries.
- Its basin covers parts of Maharashtra, Karnataka and Andhra Pradesh.

## The Kaveri Basin

- Kaveri river originates in the Brahmagiri range of the Western Ghats. It flows into the Bay of Bengal South of Cuddalore in Tamil Nadu. The length of the river is about 760 km.
- Its main tributaries are Amravati, Bhavani, Hemavati and Kabini. Kaveri drains in the parts of Karnataka, Kerala and Tamil Nadu.
- It makes the **second biggest waterfall** in India, known as **Shivasamudram**. The hydroelectric power generated from the falls is supplied to Mysuru, Bengaluru and the Kolar Gold Field.

There are some other rivers which flow in the West and East direction. For e.g. the Sabarmati, Mahi, Bharathpuzha and Periyar are west flowing rivers, whereas the Damodar, Branmani, Baitarani and Subarnarekha are east flowing rivers.

### Check Point 02

1 From which hills the Narmada river rises?
2 Which missions has been undertaken by the government of Maharashtra under Namami Devi Narmde Scheme.
3 The length of Mahanadi river is ..... .
4 The largest Peninsular river is ..... .
5 ..... is the second biggest waterfall made by Kaveri river.

# Lakes in India

India has many permanent as well as seasonal lakes. Seasonal lakes contain water only during the monsoon season. For example, the lakes found in the **inland drainage basins**[15] of semi-arid regions, i.e. the **Sambhar Salt lake** in Rajasthan.

Lakes in India are formed by different processes such as action of glaciers and ice sheets, by wind, river actions or human activities.

A meandering river across a flood plain forms cut-offs that later develop into Ox-bow lakes.

**Spits**[16] and **bars**[17] form **lagoons**[18] in coastal areas, *e.g.* the Chilika, Pulicat and Kolleru lakes.

Bigger lakes are called the seas, like the Caspian Sea, the Dead Seas and the Aral Sea.

### Fresh Water Lakes

Fresh water lakes are formed when glaciers dig out (create) a basin, which is later filled with snowmelt. Most of the fresh water lakes are in the Himalayan region.

The Wular lake in Jammu and Kashmir is the result of tectonic activity. Wular lake is the largest fresh water lake in India.

The Dal lake, Nainital, Bhimtal, Loktak and Barapani are some other important fresh water lakes.

Apart from natural lakes, the damming of the rivers for the generation of hydel power has also led to the formation of lakes such as Guru Gobind Sagar (Bhakra Nangal Project) formed by damming the Satluj. 71 per cent of the world's surface is covered with water, but 97 per cent of that is salt water. Of the 3 per cent that is available as freshwater, three quarters of it is trapped as ice.

15 **Inland Drainage Basin** It refers to the point of land that absorbs water from rain or snow melt and drains downhill into a river, lake, reservoir, sea or ocean.
16 **Spit** It is a deposition bar or beach landform off coasts or lake shores.
17 **Bar** It is an elevated region of sediment in a river that has been deposited by the flow.
18 **Lagoon** It is a stretch of salt water separated from the sea by a low sandbank or coral reef.

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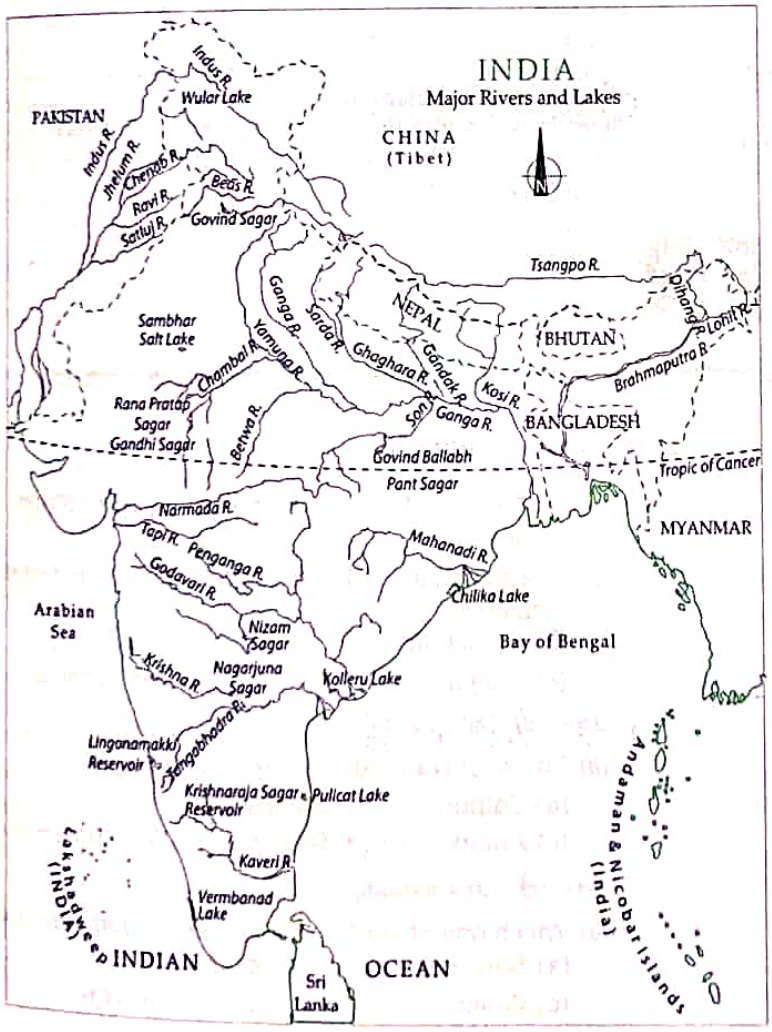
## Importance of Lakes

- Lakes are useful to human beings in many ways. They are tourist destination and also used for sporting activities like boating, swimming, water sports, etc.
- Lakes help to regulate the flow of a river. During heavy rainfall, it prevents flooding and during the dry season, it helps to maintain an even flow of water.
- It can also be used for developing hydel power. It moderates the climate of the surroundings, maintain the aquatic ecosystem, enhance natural beauty, helps develop tourism and provide recreation.
- Lakes which have saline water are used to produce salt.




Major rivers and lakes

## Role of Rivers in the Economy

(i) Water from the rivers is a basic natural resource essential for various human activities.

(ii) Rivers provide water for irrigation, facility for navigation, to generate hydroelectric power, etc.

(iii) River water is used in agriculture to grow crops, which is a major source of livelihood of the majority of Indian population.

## Pollution of Rivers

The quality of river water is affected by the growing demands of humans for domestic, municipal, industrial and agricultural use. So, to meet those growing demands, more river water is used and thus, reducing their volume of water.

When untreated sewage and industrial waste flow into river bodies, these greatly affect the quality of water and self-cleansing (self-purifying) capacity of rivers.

For e.g. the Ganga river has self cleansing capacity to assimilate (taken in) pollution loads with in 20 km. But it is not possible due to increasing urbanisation and industrialisation.

### National River Conservation Plan (NRCP)

The river cleaning programme in the country was initiated with the launching of the *Ganga Action Plan* (GAP) in 1985. The *Ganga Action Plan* was expanded to cover other rivers under the National River Conservation Plan (NRCP), in the year 1995.

The objective of th NRCP is to improve the water quality of the rivers, which are major water sources in the country, through the implementation of pollution abatement work.

### Check Point 03

1 Seasonal lakes contain water only during ..... season.
2 Which is the largest fresh water lake in India?
3 ..... per cent of the world's surface is covered with water.
4 When was National River Conservation Plan initiated?
5 .....plan was expanded to cover other rivers under the NRCP.

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# SUMMARY

- The term drainage describes the river system of an area.
- The area which is drained by a single river system is known as a **drainage basin**.
- Based on relief features the Indian rivers are divided into two major groups such as the Himalayan rivers and the Peninsular rivers.
- The Himalayan rivers are mostly **perennial** which means they have water throughout the year. On the other hand, the Peninsular rivers are **seasonal** rivers. Their flow is dependent on rainfall.
- The Ganga and the Brahmaputra are major Himalayan rivers.
- The delta formed by the Ganga and the Brahmaputra rivers is known as the Sundarban Delta.
- The Peninsular rivers are the seasonal rivers as their flow is dependent on rainfall.
- Important Peninsular rivers are the Narmada, the Tapi, the Godavari, the Mahanadi, the Krishna and the Kaveri.
- **Godavari is the longest Peninsular river.**
- It is also known as Dakshin Ganga because of its length and the areas it covers.
- India has many permanent as well as seasonal lakes. Lakes in India are formed by different processes suchy as action of glaciers and ice sheets, by wind, river actions or human activities.
- Wular Lake is the largest freshwater lake.
- Water from the rivers is a basic natural resource essential for various human activities. They provide water for irrigation, facility for navigation, to generate hydro-electric power and so on.
- The quality of river water is affected by the growing demands of humans for domestic, municipal, industrial and agricultural use.
- The river cleaning programme in the country was initiated with the launching of the Ganga Action Plan under the National River Conservation Plan (NRCP).
- The objective of NRCP is to improve the water quality of the rivers, which are major water sources in the country, through the implementation of pollution abatement (reduction) work.

# NCERT FOLDER

### *Find out on page 17*

**1** Which river has the largest basin in India?

*Ans.* The Ganga river has the largest basin in India.

### *Find out on page 22*

**2** Find out the name of the biggest waterfall in India.

*Ans.* The biggest waterfall in India is on the Varahi river in Shimoga district of Karnataka. The name of the waterfall is Kunchikal fall and its height is 455 metres (1493 ft).

### *Activity on page 23*

**3** Make a list of natural and artificial lakes with the help of the atlas.

*Ans.* Natural lakes are Wular lake, Dal lake, Nainital lake, Bhimtal lake, Loktak lake, Barapani lake, Chilika lake, Sambhar lake, Pulicat lake, Kolleru lake, Vembanad lake.

Artificial lakes are Gobind Sagar, Rana Pratap Sagar, Nizam Sagar, Nagarjuna Sagar, Hirakud.

### *Exercises on page 23*

**1** Choose the right answer from the four alternatives given below:

(*i*) In which of the following states is the Wular lake located?

(a) Rajasthan (b) Uttar Pradesh
(c) Punjab (d) Jammu and Kashmir

*Ans.* (*d*) Jammu and Kashmir

(*ii*) The river Narmada has its source at

(a) Satpura (b) Brahmagiri
(c) Amarkantak (d) Slopes of the Western Ghats

*Ans.* (*c*) Amarkantak

(*iii*) Which one of the following lakes is a salt water lake?

(a) Sambhar (b) Dal
(c) Wular (d) Gobind Sagar

*Ans.* (*a*) Sambhar

(*iv*) Which one of the following is the longest river of the Peninsular India?

(a) Narmada (b) Krishna
(c) Godavari (d) Mahanadi

*Ans.* (*c*) Godavari

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(v) Which one amongst the following rivers flows through a rift valley?

(a) Mahanadi (b) Tungabhadra
(c) Krishna (d) Tapi

*Ans.* (*d*) Tapi

**2** Answer the following questions briefly.

(i) What is meant by a water divide? Give an example.

*Ans.* The elevated area as a mountain or an upland, which separates two basins, is known as a water divide. An example of water divide is the town of Ambala, which is located between the Indus and the Ganga.

(ii) Which is the largest river basin in India?

*Ans.* The Ganga basin is the largest river basin in India.

(iii) Where do the rivers Indus* and Ganga have their origin?

*Ans.* The river Indus has its origin in Tibet near the Mansarowar lake. The river Ganga has its origin place at the Gangotri glacier. Both of them have their origin in the Himalayas.

(iv) Name the two headstreams of the Ganga. Where do they meet to form the Ganga?

*Ans.* The two headstreams of the Ganga are the Bhagirathi and Alaknanda. They meet at Devaprayag in Uttarakhand to form the Ganga.

(v) Why does the Brahmaputra in its Tibetan part have less silt, despite a longer course?

*Ans.* In Tibet, the river Brahmaputra, known as Tsangpo, carries a smaller volume of water and less silt despite a longer course because it is a cold and dry area.

(vi) Which two Peninsular rivers flow through a trough?

*Ans.* Narmada and Tapi are the two Peninsular rivers that flow through a trough.

(vii) State some economic benefits of rivers and lakes.

*Ans.* **Economic benefits of Lakes**

(*i*) They help to regulate the flow of rivers.
(*ii*) They help to prevent flooding during rainy season.
(*iii*) They can also be used for developing hydel power.
(*iv*) They enhance natural beauty, help to develop tourism and provide recreation. *e.g.*, Dal lake and Naini lake.
(*v*) Salt water lakes are sources for manufacturing edible salt.

**Economic benefits of Rivers**

(*i*) They help to develop hydel power.
(*ii*) They provide water for irrigation, drinking and other requirements.
(*iii*) They also provide facility for navigation.
(*vi*) They also provide water for fisheries and domestic use like washing, cooking so on.

**3** Below are given names of a few lakes of India. Group them under two categories, natural and created by human beings.

(a) Wular (b) Dal
(c) Nainital (d) Bhimtal
(e) Gobind Sagar (f) Loktak
(g) Barapani (h) Chilika
(i) Sambhar (j) Rana Pratap Sagar
(k) Nizam Sagar (l) Pulicat
(m) Nagarjuna Sagar (n) Hirakud

*Ans.* **Natural lakes** Wular, Dal, Nainital, Bhimtal, Loktak, Barapani, Chilika, Sambhar and Pulicat.
**Man-made lakes** Gobind Sagar, Rana Pratap Sagar, Nizam Sagar, Nagarjuna Sagar and Hirakud.

**4** Discuss the significant difference between the Himalayan and the Peninsular rivers.

*Ans.* *Differences between the Peninsular and Himalayan rivers are*

| Himalayan Rivers | Peninsular Rivers |
|---|---|
| They rise from glaciers or springs in high mountains. | They rise from plateaus and highlands. |
| They have well developed deltas. | Those originating in the Central Highlands and flowing Westwards form estuaries, while those originating from the Western Ghats and flowing Eastwards form deltas. |
| They are perennial in nature due to originating from glaciers. | They are seasonal, as they only get water from rainfall. |
| Longer courses from their source to the mouth with high erosional activity in the upper course. | Shorter and shallower courses with very little erosional activity. |

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| Himalayan Rivers | Peninsular Rivers |
|---|---|
| These rivers are good for agriculture, because these carry large quantity of silt and sand with them and deposit on the plains. Thus, renew the plains every year. | As these rivers do not bring much silt, there are no major plains. Only small delta regions have fertile lands for agriculture. |
| Due to their perennial nature, these are useful for irrigation. | Due to their seasonal nature, these are not much useful for irrigation. |
| These are in young stage. | These are in mature stage. |

**5** Compare the East flowing and the West flowing rivers of the Peninsular plateau.

*Ans.* *Comparison between the East flowing and West flowing rivers of the Peninsular plateau is tabulated below*

| East Flowing Rivers | West Flowing Fivers |
|---|---|
| These rivers originate from the Western Ghats and flow Eastwards. | These rivers originate in the Central India and flow Westwards. |
| These rivers form deltas at their mouths. | These rivers form estuaries at their mouths. |
| They carry larger amount of water. | They carry a lesser amount of water. |
| These are the rivers which flow through shallow or mature valleys. | These are the rivers which flow through rift valleys. |
| Their tributaries are large in size. | Their tributaries are small in size as compared to the East flowing rivers. |
| They drain into the Bay of Bengal. | They drain into the Arabian Sea. |
| Examples are Mahanadi, the Godavari, the Krishna and the Kaveri. | Examples are the Narmada and the Tapi. |

**6** Why are rivers important for the country's economy?

*Ans.* Rivers are important for the country's economy because water from the rivers is a basic natural resource and is essential for various human activities.

*The importance of the rivers for the country's economy is stated in the points given below*

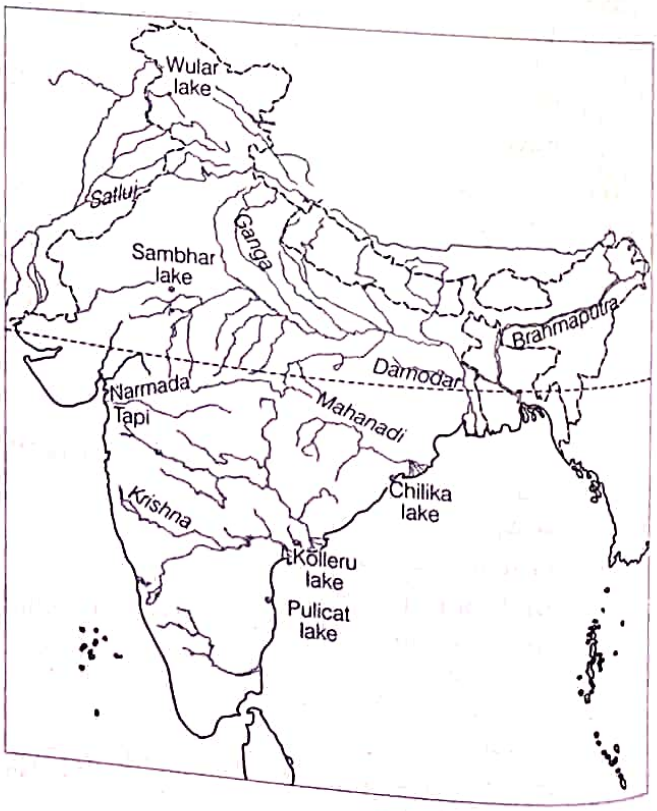
(*i*) The rivers provide water for irrigation.
(*ii*) They provide fertility to the soil.
(*iii*) They are useful for navigation.
(*iv*) They help to generate hydroelectricity.
(*v*) They help to develop tourism.
(*vi*) They provide water for various domestic uses.
(*vii*) They provide livelihood to fishermen.
(*viii*) They help to moderate the climate and environment of nearby areas.
(*ix*) The river banks have attracted settlers from ancient times and these settlements have now become big cities. It is due to the fertile nature of the river banks.

## Map Skills

(i) On an outline map of India mark and label the following rivers:
Ganga, Satluj, Damodar, Krishna, Narmada, Tapi, Mahanadi and Brahmaputra.

(ii) On an outline map of India mark and label the following lakes:
Chilika, Sambhar, Wular, Pulicat, Kolleru.

*Ans.*

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** The river system of an area is referred to as
(a) drainage (b) delta (c) water flow (d) river bed

*Ans.* (a) drainage

**2** When an area is being drained by a single river system, it is called
(a) river system (b) drainage system
(c) drainage basin (d) river flow

*Ans.* (c) drainage basin

**3** Which of the following is the largest drainage basin of the world?
(a) Ganga basin (b) Brahmaputra basin
(c) Nile basin (d) Amazon basin

*Ans.* (d) Amazon basin

**4** Indian rivers can be divided into how many groups?
(a) Two (b) Three (c) Four (d) Five

*Ans.* (a) Two

**5** Which is a tributary of Brahmaputra river?
(a) Kosi (b) Lohit (c) Koyana (d) Musi

*Ans.* (b) Lohit

**6** Which river rises in Tibet, near Mansarowar lake?
(a) Ganga (b) Brahmaputra
(c) Kaveri (d) Beas

*Ans.* (b) Brahmaputra

**7** The Indus flows Southwards eventually reaching the Arabian Sea near which city of Pakistan?
(a) Sindh (b) Islamabad
(c) Karachi (d) Lahore

*Ans.* (c) Karachi

**8** The Himalayan rivers form ..... .
(a) Oxbow lakes (b) Meanders
(c) Depositional features (d) All of these

*Ans.* (d) All of these

**9** The rivers like the Mahanadi, the Godavari, the Krishna and the Kaveri flow in which of the following directions?
(a) Eastwards (b) Westwards
(c) Southwards (d) Northwards

*Ans.* (a) Eastwards

**10** Which of the following rivers flows in West direction and makes estuaries?
(a) Tapi (b) Ganga (c) Son (d) Krishna

*Ans.* (a) Tapi

**11** Which river rises in the Amarkantak hills in Madhya Pradesh?
(a) Tapi (b) Krishna (c) Kaveri (d) Narmada

*Ans.* (d) Narmada

**12** Dal lake is located at which of the following places in India?
(a) Jammu (b) Kashmir (c) Ladakh (d) Baramulla

*Ans.* (b) Kashmir

**13** A meandering river across a flood plain forms ..... later develop into ..... .
(a) Cut-offs, Ox-bow (b) Ox-bow, Cut-offs
(c) Horse-shoe, Ox-bow (d) None of these

*Ans.* (a) Cut-offs, Ox-bow

**14** Which of the following lakes in Rajasthan is a salt water lake?
(a) Dhebar lake (b) Kaylana lake
(c) Sambhar lake (d) Gobind Sagar lake

*Ans.* (c) Sambhar lake

**15** The Wular lake in Jammu and Kashmir is the result of which of the following activities?
(a) Tectonic activity (b) Rainfall
(c) Human activity (d) None of these

*Ans.* (a) Tectonic activity

**16** The Dal lake, Bhimtal, Nainital, Loktak and Barapani are examples of which type of lakes?
(a) Natural salt water lakes
(b) Natural fresh water lakes
(c) Man-made fresh water lakes
(d) None of the above

*Ans.* (b) Natural fresh water lakes

**17** Which of the following statements defines Braided channel?
(a) A drainage channel in which bars and islands have been deposited and around which the river flows.
(b) A winding curve or bend of a river.
(c) A river or stream flowing into a larger river of lake.
(d) A branch of a river that does not return to the main stream after leaving it.

*Ans.* (a) A drainage channel in which bars and islands have been deposited and around which the river flows.

**18** Arrange the following lakes in sequence from north to south direction.
1. Chilika Lake 2. Kolleru Lake
3. Sambhar Salt Lake 4. Pulicat Lake

**Codes**
(a) 1, 2, 3, 4 (b) 4, 3, 2, 1
(c) 3, 1, 2, 4 (d) 1, 4, 3, 2

*Ans.* (c)

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**19** Arrange the following rivers in sequence as per their length.
1. Ganga river 2. Mahanadi river
3. Kaveri river

**Codes**
(a) 1, 3, 2 (b) 3, 2, 1 (c) 1, 2, 3 (d) 3, 2, 1

*Ans.* (c)

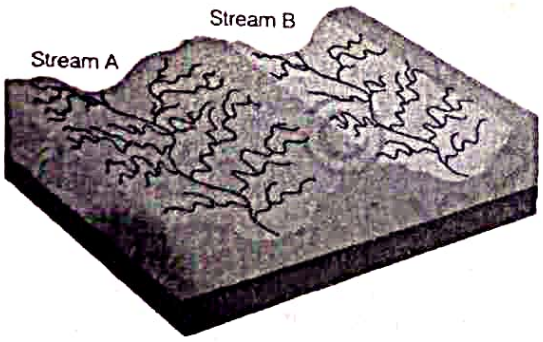
**20** Find the incorrect option.
(a) The Himalayan rivers are perennial in nature.
(b) The Himalayan rivers are long and joined by many large and important tributaries.
(c) These rivers do not have well developed deltas.
(d) These rivers perform intensive erosional activity in their upper course.

*Ans.* (c) These rivers do not have well developed deltas.

**21** Find the incorrect option.
(a) The Peninsular rivers are seasonal in nature.
(b) Due to the dry season, even the large peninsular rivers reduce the flow of water in their channel.
(c) Most of the Peninsular rivers orginate in the Western Ghats and flow towards the Arabian Sea.
(d) These rivers have shorter and shallower courses.

*Ans.* (c) Most of the Peninsular rivers orginate in the Western Ghats and flow towards the Arabian Sea.

**22** Which one of the following options best signifies this image?




(a) River basin (b) Drainage basin
(c) Water divide (d) River system

*Ans.* (c) Water divide

## Match the Following

**23**

| | List I (Rivers) | List II (Tributaries) |
|---|---|---|
| A. | Kaveri | 1. Yamuna |
| B. | Ganga | 2. Amravati |
| C. | Brahmaputra | 3. Manjra |
| D. | Godavari | 4. Dibang |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 2 | 1 | 4 | 3 |
| (b) | 4 | 3 | 2 | 1 |
| (c) | 4 | 3 | 1 | 2 |
| (d) | 3 | 4 | 2 | 1 |

*Ans.* (a)

**24**

| | List I (Rivers) | List II (Total Length) |
|---|---|---|
| A. | Mahanadi | 1. 860 km |
| B. | Ganga | 2. 2500 km |
| C. | Godavari | 3. 1500 km |
| D. | Kaveri | 4. 760 km |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 2 | 1 | 4 | 3 |
| (b) | 4 | 3 | 2 | 1 |
| (c) | 1 | 2 | 3 | 4 |
| (d) | 3 | 4 | 2 | 1 |

*Ans.* (c)

**25**

| | List I (Rivers) | List II (Originate From) |
|---|---|---|
| A. | Narmada | 1. Western Ghats |
| B. | Tapi | 2. Satpura range |
| C. | Godavari | 3. Amarkantak hills |
| D. | Mahanadi | 4. Highlands of Chhattisgarh |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 |
| (b) | 4 | 3 | 2 | 1 |
| (c) | 2 | 1 | 3 | 4 |
| (d) | 3 | 2 | 1 | 4 |

*Ans.* (d)

## Fill in the blanks

**26** ..... and Narmada are the only two long rivers which flow west and make estuaries.

*Ans.* Tapi

**27** Rivers which have water throughout the year are known as ..... .

*Ans.* Perennial rivers

**28** Complete the following information about the river given in table.

| River | Originate from | Length |
|---|---|---|
| Godavari | (a) ? | (b) ? |

*Ans.* A - Slopes of Western Ghats, B - 1500 km

## Correct and Rewrite

**29** The Godavari river is joined by the Alaknanda river at Devprayag in Uttarakhand.

*Ans.* The Bhagirathi river is joined by the Alaknanda river at Devprayag in Uttarakhand.

**30** The delta formed by the Indus and Mahanadi rivers is known as the Sundarban Delta.

*Ans.* The delta formed by the Ganga and the Brahmaputra rivers is known as the Sundarban Delta.

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## Assertion/Reason

**31** **Assertion** (A) In Tibet, the Brahmaputra river, which is known as Tsango Po there, carries a smaller volume of water and less silt.

**Reason** (R) Tibet is a cold and dry area.

**Codes**

(a) A and R are true and R is the correct explanation of A

(b) A and R are true but R is not the correct explanation of A

(c) A is true, R is false

(d) A is false, R is true

*Ans.* (a) A and R are true and R is the correct explanation of A

**32** **Assertion** (A) The Chambal, the Betwa and the Son (tributaries of the Ganga) have shorter courses and do not carry much water in them.

**Reason** (R) These rivers rise from semi-arid areas.

**Codes**

(a) A and R are true and R is the correct explanation of A

(b) A and R are true but R is not the correct explanation of A

(c) A is true, R is false

(d) A is false, R is true

*Ans.* (a) A and R are true and R is the correct explanation of A

**33** **Assertion** (A) Ambala is a water divide.

**Reason** (R) Ambala is located between the Indus and the Ganga river system.

**Codes**

(a) A and R are true and R is the correct explanation of A

(b) A and R are true but R is not the correct explanation of A

(c) A is true, R is false

(d) A is false, R is true

*Ans.* (a) A and R are true and R is the correct explanation of A

## Very Short Answer Questions

**34** Name three major rivers of the Indian sub-continent which originate beyond the Himalayas.

*Ans.* The three major rivers of the Indian sub-continent that originate beyond the Himalayas are the Indus, Ganga and the Brahmaputra.

**35** The Satluj is a tributary of which river?

*Ans.* The river Satluj is a tributary of the Indus, joining it in Pakistan.

**36** State the total length of the Indus river.

*Ans.* The total length of the Indus river is 2900 km.

**37** Which of the rivers– Beas, Ghaghara, Indus and Yamuna rises from a glacier in Uttarakhand?

*Ans.* The Yamuna rises from the Yamunotri glacier in Uttarakhand.

**38** What is the Sundarban famous for?

*Ans.* Sundarban is famous for being the home of the Royal Bengal Tiger.

**39** Which river flows for the longest length in India?

*Ans.* The Ganga river flows for 2500 km in India which is the longest of all rivers flowing through it.

**40** State any one important feature of the river Brahmaputra.

*Ans.* The river Brahmaputra has a braided channel in its entire length in Assam and forms many riverine islands.

**41** Name five rivers rising in the Western Ghats.

*Ans.* The Godavari, the Krishna, the Kaveri, the Tungabhadra, the Ghatprabha are the five rivers rising in the Western Ghats.

## Short Answer (SA) Type Questions

**1** How do the Himalayan rivers perform erosional activities and form depositional features?

*Ans.* As the Himalayan rivers are perennial and have long courses, the regular flow of water in them performs intensive erosional activities in the upper part. The upper part has a steep slope. These rivers accumulate a lot of silt and sand.

When the Himalayan rivers reach the plains, the slope of the land is much less. This low slope flows down the rivers and make them deposit much of the silt they have accumulated.

Thus, the Himalayan rivers form depositional features like meanders, ox-bow lakes, riverine islands and deltas in their lower courses.

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**2** Describe any three features of the Himalayan rivers.

or Explain the main features of rivers originating from the Himalayas.

*Ans.* *Three features of the Himalayan rivers are*

(*i*) Most of the Himalayan rivers are perennial. It means that they have water throughout the year.

(*ii*) The Himalayan rivers have long courses from their source to the sea. Many of them make spectacular gorges.

(*iii*) The Himalayan rivers perform intensive erosional activity in their upper courses and carry huge loads of silt and sand. Apart from this, they also form numerous depositional features like flood plains, river bluffs and levees (a ridge of sediment deposited naturally alongside a river by over flowing water.

**3** Explain any three features of Peninsular rivers.

*Ans.* *Three features of Peninsular rivers are*

(*i*) A large number of Peninsular rivers are seasonal. It is because their flow depends on rainfall. Thus, during summer season there is considerable reduction in their volume of water.

(*ii*) Peninsular rivers have short and shallow courses. They flow in straight and linear courses due to hard rocky bed and they lack in silt and sand.

(*iii*) Most of the Peninsular rivers originate in the Western Ghats and flow towards the Bay of Bengal.

**4** Why are most of the Peninsular rivers draining into the Bay of Bengal? Give two reasons. Name two rivers draining into the Arabian Sea.

*Ans.* *Most of the Peninsular rivers drain into the Bay of Bengal due to following reasons*

(*i*) The Eastern Ghats are lower than the Western Ghats. These are discontinuous. Thus, allowing the rivers easy passage to the Bay of Bengal.

(*ii*) The Deccan plateau has a gentle slope towards the East. Thus, it gives easier passage in that direction.

The Narmada and the Tapi are two rivers draining into the Arabian Sea.

**5** Describe the three main features of the Ganga river system.

*Ans.* *The three main features of the Ganga river system are*

(*i*) The length of the Ganga is over 2500 km. It is India's longest river.

(*ii*) It has a dendritic drainage pattern. It has many tributaries which join it from both North and South to form the Ganga river basin.

(*iii*) The Ganga river alongwith the Brahmaputra, forms the world's largest and fastest growing delta namely as the Sundarban delta.

**6** Which two major rivers form the largest delta? Write any three features of this delta.

*Ans.* The Ganga and the Brahmaputra are two major rivers that form the largest delta, called the Sundarban delta. *Three features of this delta are*

(*i*) It is the world's largest and fastest growing delta.

(*ii*) It is formed with alluvial deposits which make it very fertile.

(*iii*) This region is densely covered by mangrove forests and is the home for Royal Bengal Tiger.

**7** In which state of India does river Brahmaputra have a braided channel in its entire length? Why does this river carry a larger volume of water and silt in India as compared to Tibet?

*Ans.* The river Brahmaputra rises in China (Tibet) East of the Mansarowar lake. It flows Eastwards and enters in India by taking a 'U' turn.

The river's braided channel can be seen mainly in Assam. It also forms many riverine Islands.

*Reasons for carrying a larger volume of water and silt in India are*

- The reason for carrying a larger volume of water and silt in India is due to mainly that it passes through a region of high rainfall.
- Besides, there is reduction in its velocity in this region.
- In Tibet, it is at young stage from where it is originated.
- But in India, it turns into mature and old stage thereby reducing its velocity of water. Thus, it gets overloaded with silt and sediments.

**8** Describe any three important features of the Mahanadi basin.

*Ans.* *Three important features of the Mahanadi basin are*

(*i*) The river Mahanadi rises in the highlands of Chhattisgarh. It flows through Odisha to form a delta in the Bay of Bengal.

(*ii*) The Mahanadi basin covers parts of the states of Chhattisgarh, Jharkhand, Odisha and Maharashtra.

(*iii*) The length of the river is 860 km. Due to the devastating floods by it in the previous years, the Hirakud dam has been built on it forming the Hirakud reservoir.

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**9** (a) How are most of the fresh water lakes in the Himalayan region formed? Give two examples of fresh water lakes of this region.

(b) How is Sambhar lake useful?

*Ans.* (a) Most of the fresh water lakes in the Himalayan region are formed as the result of glacial action and some are of tectonic activity. They were formed when glaciers dug out a basin, which was later filled with snowmelt.

Examples of such lakes are Bhimtal, Nainital, Dal lake etc. India's largest fresh water lake is the Wular lake. It is the result of tectonic activity.

(b) Sambhar lake is India's largest inland salt water lake. It is located in Rajasthan. It is useful as it is an important source of salt in India.

**10** What are the causes of water pollution in rivers and lakes?

*or* Explain any three causes of river pollution in India.

*Ans.* *The main causes of river pollution are*

(i) Huge amounts of untreated sewage and industrial effluents are being emptied into the rivers and lakes. This has caused the water bodies to become highly polluted.

(ii) Human ashes (due to cremation near water bodies), dead animals and leaching out of nitrogen compounds from fertilised agricultural lands also increase the pollution.

(iii) Nutrient run-off in storm water from 'sheet flow' over an agricultural field or a forest is also another cause.

**11** Make a comparison in tabular form between a delta and an estuary.

*Ans.* *Comparison between a delta and an estuary is tabulated below*

| Delta | Estuary |
|---|---|
| These are triangular deposits made by rivers at their mouths. | These are sharp edged mouths of rivers without any deposits. |
| These are formed in regions of low tides and coastal plains. | These are formed in regions of high tides and rift valleys. |
| These are agriculturally fertile lands. | These are not agriculturally fertile lands. But are the best fishing grounds of the world. |
| The rivers which form delta are the Ganga, the Krishna, the Godavari, and so on. | The rivers which form estuary are the Narmada and the Tapi. |

**12** Explain what life would be like if fresh water is not available.

*Ans.* *If there is no fresh water available, then*

- No activities of human beings or life would be possible.
- Sea water is salty and it cannot substitute for fresh water.
- No trees will be able to grow and no land based animals can survive.

**13** Read the sources given below and answer the questions that follows.

**Source A Drainage Systems in India**

Most of the Himalayan rivers are perennial. It means that they have water throughout the year. These rivers receive water from rain as well as from melted snow from the lofty mountains. The two major Himalayan rivers, the Indus and the Brahmaputra originate from the North of the mountain ranges. They have cut through the mountains making gorges. The Himalayan rivers have long courses from their source to the sea.

(i) To what extent do you agree that the Himalayan rivers are perennial in nature? Give only one aspect.

**Source B Drainage Systems in India**

A large number of the Peninsular rivers are seasonal, as their flow is dependent on rainfall. During the dry season, even the large rivers have reduced flow of water in their channels. The Peninsular rivers have shorter and shallower courses as compared to their Himalayan counterparts. However, some of them originate in the central highlands and flow towards the West. Can you identify two such large rivers? Most of the rivers of peninsular India originate in the Western Ghats and flow towards the Bay of Bengal.

(ii) To what extent do you agree that the peninsular rivers have shorter and shallower courses as compared to their Himalayan counterparts?

**Source C Role of Rivers in the Economy**

Rivers have been of fundamental importance throughout the human history.

Water from rivers is a basic natural resource, essential for various human activities. Therefore, riverbanks have attracted settlers from ancient times.

These settlements have now become big cities. Make a list of cities in your state which are located on the bank of a river.

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Using rivers for irrigation, navigation, hydro-power generation is of special significance—particularly to a country like India, where agriculture is the major source of livelihood of the majority of its population.

(iii) Evaluate the importance of rivers.

**Ans.** (*i*) Yes, I agree with this statement that the Himalayan rivers are perennial in nature.

It is because these rivers receive water from rain as well as from melted snow from the lofty mountains.

(*ii*) Yes, I agree with this statement that the peninsular rivers have shorter and shallower course as compared to their Himalayan counter parts. It is because these rivers are dependent on rainfall and do not receive water from any other sources as the Himalayan rivers do.

(*iii*) *The importance of rivers can be evaluated through the following points*

(a) The rivers provide water for irrigation.

(b) The rivers sustain life. Due to this, the river banks have attracted settlers from ancient times and now these settlements have become big cities.

(c) The rivers are useful for navigation.

(d) These provide water for domestic use, like washing, cooking, drinking and so on.

## Long Answer (LA) Type Questions

**1** How is Sundarban delta formed? Write some important features of this delta.

*or* Give four characteristics of the Ganga-Brahmaputra delta.

**Ans.** The Ganga's mainstream flows Southwards into Bangladesh and join the river Brahmaputra. This river further down stream comes to known as Meghna river. These rivers flow into the Bay of Bengal. The delta formed by these rivers is known as the Sundarban delta.

*The four characteristics of the Sundarban or Ganga-Brahmaputra delta are*

(*i*) It is the world's largest and fastest growing delta.

(*ii*) The Sundarban delta derived its name from the Sundari tree, which grows well in marshland.

(*iii*) It is among the most fertile regions in the world. With more than 130 million inhabitants, this belongs to the most densely populated areas in the world (1300 inhabitants/sq km).

(*iv*) It is also the home of Royal Bengal Tiger.

**2** Name four East flowing peninsular rivers of India and explain any two of them.

**Ans.** Four East flowing peninsular rivers of India are the Mahanadi, the Godavari, the Krishna and the Kaveri.

*Two peninsular rivers of India are explained below*

(*i*) **The Godavari River** The Godavari is the largest peninsular river. It is about 1500 km long. It rises near Nasik from the slopes of the Western Ghats and forms a delta at the Bay of Bengal.

Its drainage basin is the largest among all the peninsular rivers. Because of its length and the area it covers, it is also known as the 'Dakshin Ganga'.

(*ii*) **The Krishna River** The Krishna river rises from a spring near Mahabaleshwar. It flows for about 1400 km to form a delta in the Bay of Bengal. The rivers Tungabhadra, Koyana, Ghatprabha, Musi and Bhima are some of its tributaries. Its drainage basin is shared by Maharashtra, Karnataka, Telangana and Andhra Pradesh.

**3** Explain the importance of salt water lakes in India with particular reference to Sambhar and Chilika lakes.

**Ans.** The importance of salt water lakes i.e. the Sambhar lake and the Chilika lake can be seen through the following points

**The Sambhar Lake**

- It is India's largest saline lake and has made Rajasthan the third largest salt producing state in India.
- It produces about 2 lakh tonnes of clean salt every year. Salt is produced by evaporation of brine.
- This lake is also recognised as a wetland of international importance because it is a key wintering area for flamingos and other birds that migrate from the Northern Asia.

**The Chilika Lake**

- Chilika lake in Odisha is the largest brackish water lake in India.
- It is the wintering ground for migratory birds of the Indian sub-continent.
- The lake is home to a number of threatened species of plants and animals. It is an ecosystem with large fishery resources sustaining 150000 fishermen living nearby.

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**4** What are the causes of river pollution? Suggest some ways to overcome them.

or Suggest any three measures to control the river pollution.

*Ans.* *The causes of river pollution are*

(*i*) **Untreated sewage** The discharge of untreated sewage into rivers is the single most important cause for pollution of rivers.

(*ii*) **Agricultural wastes** If a large amount of fertilisers or farm waste drains into a river, the concentration of nitrate and phosphate in the water increases, considerably.

(*iii*) **Industrial waste** Chemical waste products of industrial processes are sometimes discharged into rivers. These substances may enter the water in such high concentrations that fish and other animals are died immediately.

(*iv*) **Oil pollution** If oil enters a slow-moving river, it forms a rainbow coloured film over the entire surface. This prevents oxygen from entering the water. Thus, it causes death of many water organisms.

*Ways to control water pollution are*

(*i*) Various 'action plans' have been started to clean rivers. *e.g.,* the Ganga Action Plan, the Yamuna Action Plan, etc.

(*ii*) Emphasis is ongoing for technologies reducing the wastage of water and promoting recycling, improvement of water quality, etc.

(*iii*) Measures are being taken to divert raw sewage of effluents flowing into the river to other locations for treatment and conversion into energy sources and chemicals.

**5** Explain the 'National River Conservation Plan' (NRCP) in brief.

*Ans.* The Central Government sponsored scheme of National River Conservation Plan (NRCP) is being implemented by the Central Government jointly with the State Governments on a cost-sharing basis. The pollution abatement (reduction) work under NRCP presently covers polluted stretches of 39 major rivers and 152 towns spread over 16 states in the country.

The activities of Ganga Action Plan (GAP) Phase-I initiated in 1985, were declaired closed on 31st March, 2000. The steering committee of the National River Conservation Authority reviewed the progress of the GAP and necessary correction were made on the basis of lessons learnt and experience gained from GAP Phase-I.

These have been applied to the major polluted rivers of the country by the NRCP. The Ganga Action Plan (GAP) Phase-II has been merged with NRCP. A total of 215 schemes of pollution abatement have been sanctioned.

So far, 69 schemes have been completed under this action plan. A million litres of sewage per day is targeted to be intercepted, diverted and treated.

**6** Why is river water pollution considered as a significant danger? Explain.

*Ans.* Water pollution in rivers causes a significant danger to human health because human beings depend on rivers for many daily activities and necessities such as drinking water.

Further, river water pollution affects the plants and other organisms living in it. It damages their individual species besides damaging their natural biological communities. It causes havoc to the ecological balance in the system. Less than 1% of the total water on the Earth is available as fresh water in lakes and rivers. As this needs to support the entire human population; any pollution to this miniscule amount of water poses a significant danger to human life as well as to the wildlife dependent on it.

**7** "Rivers have been of fundamental importance throughout human history." How do rivers are important for a country? Explain.

*Ans.* Rivers have been of fundamental importance throughout human history. Water from the rivers is a basic natural resource, essential for various human activities. Therefore, the river banks have attracted settlers from ancient times. These settlements have now become big cities.

The rivers are important for India's development. It is because India is mostly an agriculture based economy and river water is used for irrigation and hydro-power generation. Multi-purpose dams provide all these features.

Rivers are also culturally and religiously significant for India. The Kumbh Mela (held every three years), is celebrated on the banks of major rivers. They also provide many tourist spots and places of religious significance for people to visit. Examples of such places are Haridv ar, Prayag (Allahabad) and Varanasi.

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**8** Read the extract and answer the questions that follows

The Brahmaputra rises in Tibet East of Mansarowar lake very close to the sources of the Indus and the Satluj. It is slightly longer than the Indus, and most of its course lies outside India. It flows Eastwards parallel to the Himalayas. On reaching the Namcha Barwa (7757 m), it takes a 'U' turn and enters India in Arunachal Pradesh through a gorge. Here, it is called the Dihang and it is joined by the Dibang, the Lohit, and many other tributaries to form the Brahmaputra in Assam.

In Tibet, the river carries a smaller volume of water and less silt as it is a cold and a dry area. In India, it passes through a region of high rainfall. Here, the river carries a large volume of water and considerable amount of silt.

The Brahmaputra has a braided channel in its entire length in Assam and forms many riverine islands. Every year during the rainy season, the river overflows its banks, causing widespread devastation due to floods in Assam and Bangladesh. Unlike other North Indian rivers, the Brahmaputra is marked by huge deposits of silt on its bed causing the riverbed to rise. The river also shifts its channel frequently.

(i) How does the Brahmaputra river enter India?

(ii) Which situations make the Brahmaputra to carry smaller volume of water in Tibet and more water in India?

(iii) Evaluate the important features of the Brahmaputra river.

*Ans.* (*i*) The Brahmaputra river rises in Tibet, near the Mansarowar lake and flows Eastwards, parallel to the Himalayas. On reaching the Namcha Barwa, it takes a U-turn and enters India into Arunachal Pradesh through a deep gorge.

(*ii*) *The following situations are responsible for this difference*

- In Tibet, the Brahmaputra river carries a smaller volume of water and less silt. It is because of the reason that Tibet is a cold and dry area. Thus, it does not provide more water to the river.
- Whereas, when the Brahmaputra river enters India, it passes through a region of high rainfall. Thus, here the river carries a large volume of water and considerable amount of silt.

(*iii*) *The important features of the Brahmaputra river are as under*

- The Brahmaputra has its source in the Himalayas.
- It has a braided channel in its entire length in Assam and forms many riverine islands.
- Majuli is the world's largest reverine island formed by the Brahmaputra river.
- Every year during the rainy season, the river overflows its banks, causing widespread devastation due to floods in Assam and Bangladesh.
- Unlike other North Indian rivers, the Brahmaputra is marked by huge deposits of silt on its bed causing the riverbed to rise.
- The river also shifts its channel frequently.

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## Map Based Questions

**1** (a) Two features are shown on the map of India. Identify these features and write their names on the lines marked on the map.

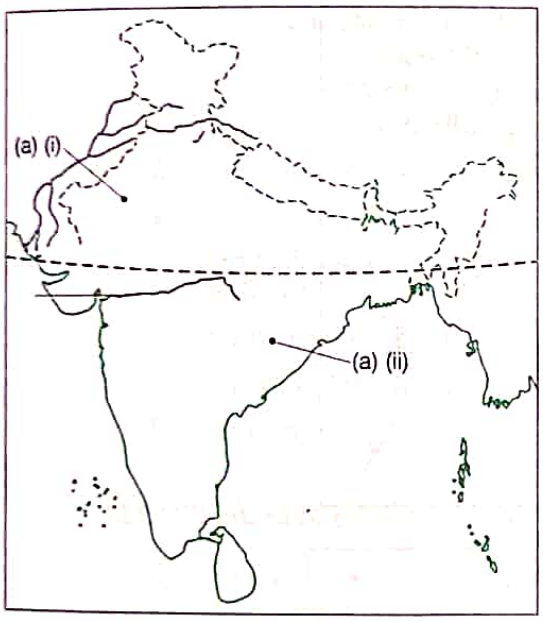
(*i*) A lake in Rajasthan from which salt is manufactured.

(*ii*) This river originates from the highlands of Chhattisgarh.

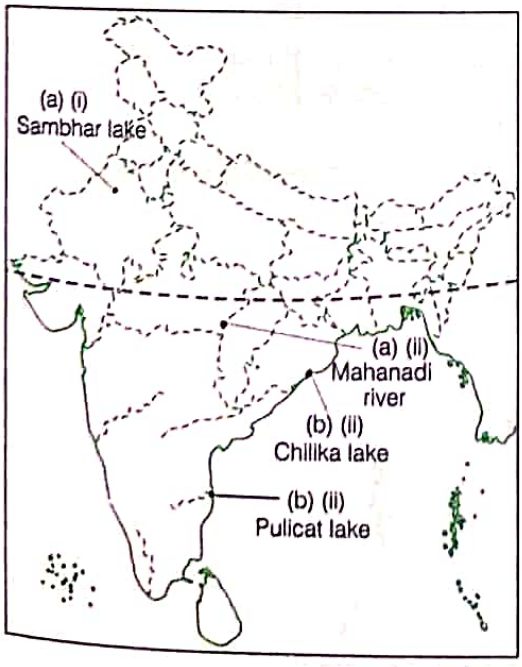
(b) On the map, locate and label the following with appropriate symbols:

(*i*) A salt water lake on the border between Andhra Pradesh and Tamil Nadu.

(*ii*) A lake in Odisha




*Ans.*




**2** (a) Two features are shown on the outline map of India. Identify these features and write their names on the lines marked on the map.

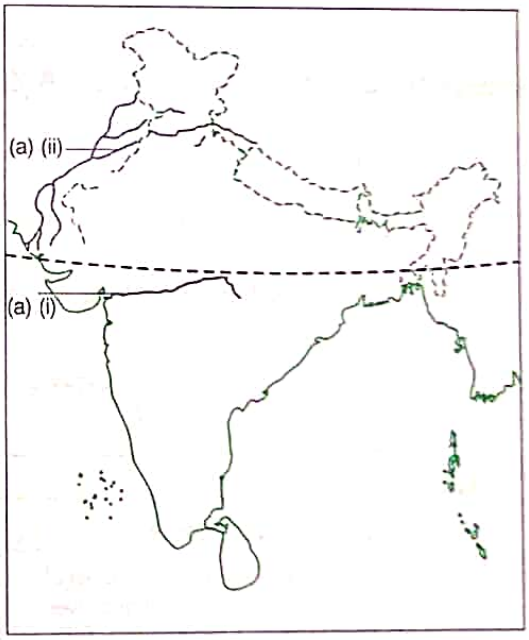
(*i*) The river flowing North of the Tapi and having its estuary in the Gulf of Khambat.

(*ii*) This river flows through three countries.

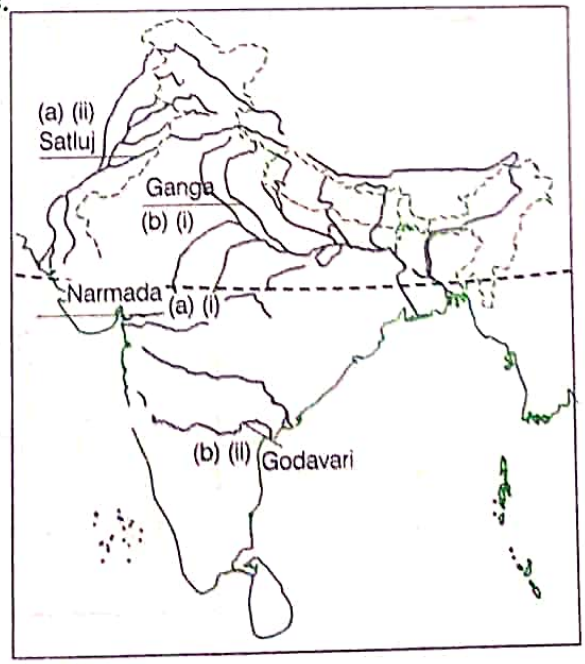
(b) On the map, locate and label the following with appropriate symbols:

(*i*) The river having the longest length in India.

(*ii*) This river flowing North of the Krishna has the largest river basin in South India.




*Ans.*

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**3** (a) The features are shown on the outline map of India. Identify these features and write their names on the lines marked on the map.

(*i*) The largest freshwater lake in India

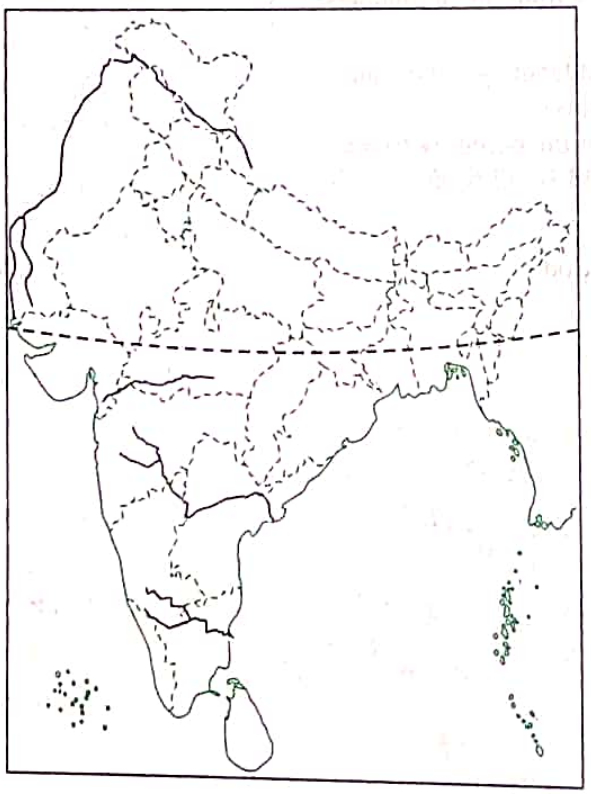
(*ii*) A river rising in Tibet, near Lake Mansarowar.

(b) On the map, identify the following features and write their names on the lines marked on the map.

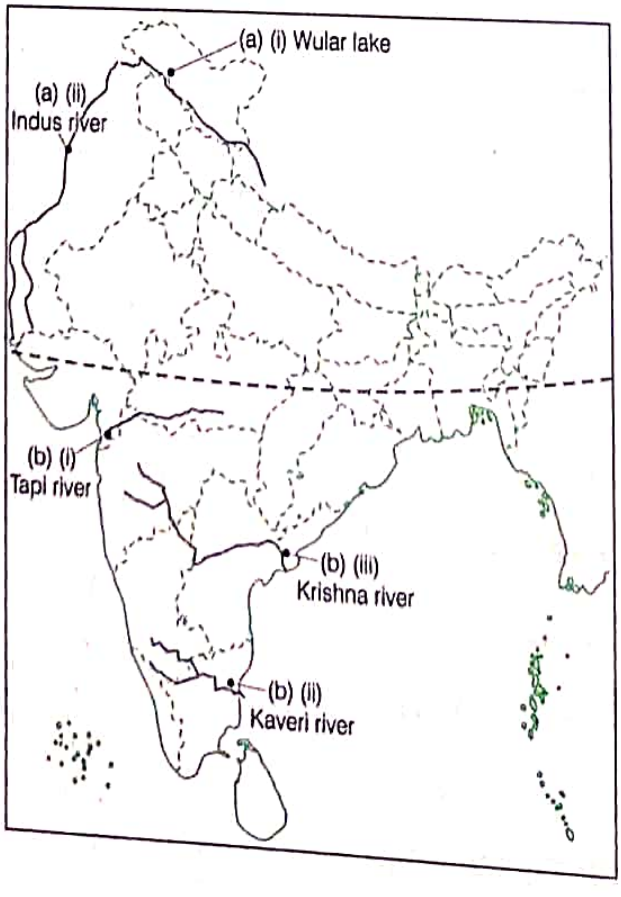
(*i*) The river rising in the Satpura ranges, in the Betul district of Madhya Pradesh.

(*ii*) The river drains parts of Karnataka, Kerala and Tamil Nadu.

(*iii*) The river rising from a spring near Mahabaleshwar



*Ans.*

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# Self Assessment

## Objective Type Questions

1. An upland separating two drainage basins is known as
   (a) water divide (b) drainage basin (c) river system (d) relief feature
2. The rivers perform intensive erosional activities in which course?
   (a) Middle course (b) Upper course (c) Lower course (d) All of these
3. At which place, the Ganga and Yamuna meet?
   (a) Lucknow (b) Kanpur (c) Allahabad (d) Aligarh
4. Find the incorrect option.
   (a) The Godavari river from Betul district of Madhya Pradesh.
   (b) It is the longest Peninsular river.
   (c) The Godavari forms the largest delta of the Peninsular rivers.
   (d) The Godavari basin covers parts of Maharashtra, Madhya Pradesh, Odisha and Andhra Pradesh.
5. The Krishna river from the ..... .
6. Correct the following statement and rewrite.
   Gorge is a crescent shaped lake formed when a meander of a river or stream is cut off from the main channel.
7. Name the tributaries of the Ganga which flow from the Peninsular plateau.
8. The river Mahanadi rises from which state?
9. Identify the course of a river where meanders are formed.

## Short Answer (SA) Type Questions

10. Why are rivers considered lifeline of human civilisation? Explain any three reasons.
11. Name three main Himalayan river systems. Give two tributaries of each.
12. Describe any three important features of the Krishna river basin.
13. Which human activities have become the major threat to the Indian rivers? Suggest some measures to minimise them.

## Long Answer (LA) Type Questions

14. What is a lake? How are lakes formed? Explain the importance of lakes.
15. Describe the largest Peninsular West flowing river with regard to its source, flow and drainage basin.

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CHAPTER

# 04

# Climate

## Concept

**Climate** is the sum total of the weather conditions (including variations) over a large area for a long period of time (more than thirty years).

**Weather** refers to the state of the atmosphere over an area at any point of time. The elements of weather and climate are the same i.e. **temperature, atmospheric pressure, wind, humidity** and **precipitation**[1].

On the basis of generalised monthly atmospheric conditions, the year is divided into seasons such as **winter, summer** and **rainy seasons.**

The world is divided into a number of climatic regions. The climate of India is described as **monsoon** type. This type of climate is also found in South Asia and South-Eastern countries.

The word monsoon is derived from the Arabic word **'mausim'** which literally means season. 'Monsoon' refers to the seasonal reversal in the wind direction during a year.

**Chapter Syllabus**

- Concept
- Climatic Controls
- Factors Influencing India's Climate
- The Seasons
- Distribution of Rainfall
- Monsoon as a Unifying Bond

## Regional Climatic Variations in India

There is an overall unity in the general climatic pattern in India but there are also some regional variations in climatic conditions within the country.

### Temperature

In India, there is much variation in the temperature of different parts of the country even in the same season.

For example, on a summer day the temperature in Rajasthan desert may be 50°C but on the same day it will be around 20°C in Pahalgam in Jammu and Kashmir.

On a winter night, temperature at Drass in Jammu and Kashmir may be as low as minus 45°C. On the other hand, Thiruvananthapuram may have a temperature of 22°C.

1 **Precipitation** A deposit of rain, hail, mist, sleet or snow on the Earth.

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There is also a wide difference between night temperature in some parts. For example, in Thar desert the day temperature may rise upto 50°C and drops down to 15°C on the same night.

There are the regions such as Andaman and Nicobar islands or Kerala where there is not much variation in day and night temperature.

Coastal areas experience less contrasts in temperature conditions.

## Precipitation

There is a wide variation in seasonal distribution amount types and forms of precipitation.

For example, Upper parts of Himalayas receive precipitation in the form of snow, while it rains over the rest of the country.

The annual precipitation varies from over 400 cm in Meghalaya to less than 10 cm in Ladakh and Western Rajasthan.

Most parts of the country receive rainfall from June to September, but the Tamil Nadu coast gets most of its rain during October and November.

Seasonal contrasts are more in the interior of the country. There is decrease in rainfall generally from East to West in the Northern Plains.

## Climatic Controls

Permanent factors which govern the general nature of the climate of any location on the earth are called factors of Climatic Controls. *There are six major controls of the climate of any place which are given below*

- **Latitude**[2] Due to **curvature**[3] of the Earth, the amount of solar energy received varies with latitude. As a result, air temperature generally decreases from the equator towards the poles.
- **Altitude**[4] With increase of height from the Earth surface, the temperature decreases and air becomes less dense. Therefore, hilly regions are cooler in summer.
- **Pressure and Wind System** It depends on the latitude and altitude of a place. It influences the temperature and rainfall pattern of the area.
- **Continentality**[5] **or Distance from the Sea** The sea exerts a moderating influence on the climate. As the distance from the sea increases its moderating influence decreases then weather conditions become more extreme. This condition is known as continentality. i.e. very hot during summers and very cold during winters.
- **Ocean Currents** Alongwith onshore winds, the ocean currents (warm or cold) affect the climate of the coastal areas. For example, cold onshore currents bring coolness in coastal areas.
- **Relief Features** High mountains act as a barrier for cold or hot wind. These high mountains may also cause precipitation if they are enough high and lie in the path of rain bearing winds. The **leeward side**[6] of mountains is relatively dry.

## Factors Affecting India's Climate

*The major factors which affect India's climate are given below*

### Latitude

- The Tropic of Cancer (23°30′ N) divides the country into almost two equal halves as the **tropical zone** (South of this line) and the **sub-tropical zone** (North of this line). The Tropic of Cancer passes through the middle of the country.
- It runs from the Rann of Kachchh (West) to Mizoram (East). So, India's climate has characteristics of tropical as well as sub-tropical climates.

### Altitude

- Mountains in the North of India have an average height of about 6000 m. On the other hand, the vast coastal area of India has the maximum elevation only about 30 m.
- The Indian sub-continent experiences milder winters as compared to Central Asia because of the Himalayas which prevent the cold winds from entering the sub-continent.

2 Latitude The angular distance of a location from the equator in North-South direction is called latitude.
3 Curvature The fact of being curved or the degree to which something is curved.
4 Altitude It refers to the height above the mean sea level.
5 Continentality It is a measure of the difference between continental and marine climates, characterised by the increased range of temperatures that occurs overland compared with water. e.g. very hot during summer and very cold during winters.
6 Leeward Side The side of a mountain which receives less rainfall as windward side already received much of its part.

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## Pressure and Winds

- India lies in the region of the North-Easterly surface winds. These winds originate and blow over land during winter from the sub-tropical high-pressure belt of the Northern hemisphere.
- These winds blow Southwards and get deflected to the right due to the **Coriolis force** and move towards the equatorial-low pressure region.
- Coriolis force is apparent force caused by the earth's rotation. The Coriolis force is responsible for deflecting winds towards the right in the Northern hemisphere and towards the left in the Southern hemisphere. This is also known as Ferrel's Law.
- The North Easterly surface winds carry very little moisture as they originate and blow over land. Therefore, they bring no rain or very little rain.
- During winter, there is a high-pressure area North of the Himalayas. This causes cold dry winds blow from this area towards low-pressure areas over the oceans to the South.
- In summer, due to high temperature, a low-pressure area develops over interior Asia and over North-Western India. Air moves from the high-pressure area over the Southern Indian Ocean in a South easterly direction. It then crosses equator and turns right towards this low pressure region over the Indian subcontinent. This results in complete reversal of wind direction during summer. These winds are known as the **South-West Monsoon winds.**
- These winds blow over the warm oceans, gather large moisture and bring widespread rainfall over the mainland of India.
- Tropical cyclones occur during the monsoon as well as in October-November. These are part of the easterly flow. These disturbances affect the coastal regions of the country.
- In summer, the sub-tropical westerly jet stream moves North of the Himalayas due to apparent shifting of the Sun.
- An easterly jet stream, called sub-tropical easterly jet stream, blows over peninsular India approximately over 14° N during the summer months.

## The Onset and Withdrawal of the Monsoon

The monsoon winds are affected by different atmospheric conditions over the warm tropical seas. The duration of the monsoon is between 100-120 days from early June to mid September.

At the time of arrival of monsoon, rainfall increases suddenly. It continues constantly for several days.

This phenomenon is called as **Burst of monsoon.** It is different from pre-monsoon showers.

### Onset of Monsoon

- Monsoon generally reaches the Southern tip of the Indian peninsula during the first week of June. Then it is divided into the **Arabian Sea branch** and the **Bay of Bengal branch** which move rapidly.
- The Arabian Sea branch advances North along the Western Ghats, reaching Mumbai about ten days later on approximately the 10th of June. By mid-June this branch arrives over Saurashtra Kachchh and central most part of the country.
- The Bay of Bengal branch reaches rapidly in Assam in the first week of June. It then gets deflected towards the West by the lofty mountain ranges, thus, giving rainfall to the Ganga plains.
- Both the branches again merge over the North-Western part of the Ganga plains.
- Delhi receives rainfall from Bay of Bengal branch by the end of June (tentative date is 29th June).
- By the first-week of July, monsoon covers Western Uttar Pradesh, Punjab, Haryana and Eastern Rajasthan.
- By mid-July, the monsoon reaches Himachal Pradesh and the rest of the country.

### Withdrawal of Monsoon

- Withdrawal or the retreat of the monsoon is a more gradual process. It begins by early September in North-Western states.
- By mid-October, it withdraws completely from the Northern half of the peninsula monsoon withdraw from the Southern half of the peninsula quickly.
- By early December, the monsoon has withdrawn from the rest of the country.

### Onset and Withdrawal of Monsoon in the Indian Islands

- The Indian islands receive the very first monsoon showers from the last week of April to the first week of May.
- The withdrawal takes place progressively from South to North from the first week of December to the first week of January. By this time, the rest of the country is already under the influence of the winter monsoon.

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**Check Point 01**

1 The type of climate found in India is ..... .
2 There are ..... major controls of climate of any place.
3 What are the various forms of precipitation in India?
4 Which region has wide fluctuation between day and night temperature?
5 Which Indian state gets most of its rain in October and November?
6 The average elevation of the mountains in the North is ..... .

# The Seasons

There are basically four seasons identified in India.

*These are*

## 1. The Cold Weather Season

The cold weather season (winter) begins from **mid-November and** stays till **February**. In the Northern parts of India December and January are the coldest months.

The temperature decreases from South to North. For example, the average temperature of Chennai, on the Eastern coast, is between 24°–25°C while in Northern plains, it ranges between 10°–15°C.

Days are warm and nights are cold during this season. Frost commonly occurs in the Northern plains and snow falls in the high mountainous regions of the Himalayas.

During this season, the North-East trade winds prevail over the country. They blow from land to sea and hence for most part of the country, it is a dry season.

Some amount of rainfall occurs on the Tamil Nadu coast from these winds as, here they blow from sea to land.

In the Northern part of the country, a high-pressure region develops, with light winds moving outwards from this area. These winds are influenced by the relief and blow through the Ganga valley from the West and the Northwest.

### Features of Cold Weather Season

*The characteristic features of cold weather season are*

- Clear sky, low temperatures and low humidity and weak variable winds are the characteristics of the weather during this period.
- Over the Northern Plains, there is an inflow of cyclonic disturbances from the West and the North-West. These low-pressure systems have originated over the Mediterranean sea and Western Asia and move into India, alongwith the westerly flow.
- The low pressure systems cause very important winter rains locally known as **Mahawat** over the plains and snowfall in the mountains. The total amount of Mahawat (winter rainfall) is small, but they are important for the cultivation of 'rabi' crops.
- The peninsular region has moderating effect from the sea and hence, it doesn't have well-defined cold seasons. Due to this effect, there is no change in temperature pattern during winters.

## 2. The Hot Weather Season

Due to the apparent Northward movement of the Sun, the global heat belt shifts Northwards. As a result, from March to May, it is hot weather season (summer) in India.

### Features of Hot Weather Season

*The characteristic features of hot weather season are*

- The temperature of the Northern part of India goes up and the atmospheric pressure comes down.
- Towards the end of May, an extended low-pressure area develops in India. It extends from Thar Desert in North-West to Patna and Chotanagpur plateau in the East and South-East. This results into beginning of air circulation around this trough.
- A strong, hot, gusty and dry wind, locally known as **Loo**, blows during this season over the North and North-Western India. It is the salient feature of this season. Sometimes, it even continues until late in the evening. Direct exposure to loo may prove to be **fatal** (deadly).
- Dust storms are very common in the Northern India in the month of May. They bring temporary relief from the heat by lowering the temperature and may also cause light rain and cold breeze.
- Localised thunderstorms also occur during summer. They may have high speed winds, **torrential down pours**[7], and even precipitate **hail**[8]. Such thunderstorms are called **Kaal Baisakhi** in West Bengal.

7 Torrential Down pour It is any amount of rain that is considered especially heavy.
8 Hail It is a form of solid precipitation.

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- In the end of summer, there may be pre-monsoon showers. These are called **Mango Showers** which are common in Kerala and Karnataka. These help in the early ripening of the mango fruit.

## Temperature Variation During Hot Weather

- The influence of the shifting of heat belt can be seen from temperature recordings taken during March to May at different latitudes.
- In March, the highest temperature is about 38°C, recorded in Deccan Plateau. In April, temperature in Gujarat and Madhya Pradesh is around 42°C.
- In May, North-Western parts of the country experience temperature around 45°C. Due to moderating influence of the oceans, temperature remains lower in the Peninsular India.

# 3. Advancing Monsoon

The low pressure area over the Northern plains intensifies by early June. It attracts the South-east trade winds of the Southern hemisphere. These trade winds originate over the warm sub-tropical ocean.

After crossing the equator, these blow in a South–Westerly direction and enter the Indian Peninsula as South-West monsoon.

As these winds blow over warm oceans, they bring abundant moisture to the sub-continent. These winds are strong and blow at an average velocity of 30 km per hour. They cover the entire sub-continent except extreme North-West in just over one month.

## Rainfall in Western Ghats, Deccan Plateau and North-East region

- The **windward side**[9] of the Western Ghats receives very heavy rainfall, more than 250 cm in the early season. While the rain shadow area, the Deccan Plateau and parts of Madhya Pradesh also receive some amount of rainfall.
- The maximum rainfall of this season is received in the North-eastern part of the country.
- Mawsynram in the Southern ranges of the Khasi hills receives the **highest average rainfall in the world.**
- Mawsynram is the wettest place on the Earth which is also famous for its stalagmite and stalactite caves.
- Rainfall in the Ganga valley decreases from the East to the West. Rajasthan and parts of Gujarat get scanty rainfall.

## Distribution of Rainfall

- Annually, parts of Western coast and North-Eastern India receive over about 400 cm of rainfall. However, it is less than 60 cm in Western Rajasthan and adjoining parts of Gujarat, Haryana and Punjab.
- Rainfall is equally low in the interior of the Deccan Plateau and East of the Sahyadris.
- Another area of low precipitation is around Leh in Jammu and Kashmir.
- The rest of the country receives moderate rainfall. Snowfall occurs only in the Himalayan region.
- The annual rainfall is highly variable from year to year. Variability is high in the regions of low rainfall, such as parts of Rajasthan, Gujarat and the leeward side of the Western Ghats.
- Areas of high rainfall are greatly affected by floods. On the other hand, areas which receive low rainfall are usually affected by drought like condition.

## Features of Advancing Monsoon

*Features of advancing monsoon are as follows*

- **Wet and Dry Spells** Monsoon in India does not bring continuous rainfall. It has wet and dry spells i.e. 'breaks' in rainfall. In other words, the monsoon rains take place only for a few days at a time they are (scattered) with rainless intervals. These breaks in monsoon are related to the movement of the monsoon trough.
- **Monsoon Trough** The trough and its axis keep on moving Northward to Southward and determines the spatial distribution of rainfall. When the axis of the trough lies over the plains, the region gets good rainfall. On the other hand, when the axis of trough lies closer to the Himalayas, the plains gets longer dry spells and widespread rains occur in the mountainous catchment areas of the Himalayan rivers. These heavy rains bring devastating floods causing damage to life and property in the plains.

9 **Windward Side** It is the side or direction of a mountain from which the wind is blowing and pour its moisture in the form of heavy rain.

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- **Tropical Depression** Frequency and intensity of tropical depressions determine amount and duration of the monsoon. These depressions form at the head of the Bay of Bengal and cross over to mainland. These depressions follow the axis of the 'monsoon trough of low pressure'.
- The monsoon is known for its uncertainties. The alternation of dry and wet spells differ in intensity, frequency and duration.
- Monsoon causes heavy floods and also responsible for causing drought in some regions. It is often irregular in its arrival and its retreat. Hence, it sometimes disturbs the farming schedule of millions of farmers all over the country.

## 4. Retreating/Post Monsoon Season

When the Sun starts shifting towards the South during October-November, the low pressure trough or monsoon trough over the Northern plains becomes weaker.

It is gradually replaced by a high pressure system. This is followed by the withdrawal of South-West monsoon winds which also become weaker.

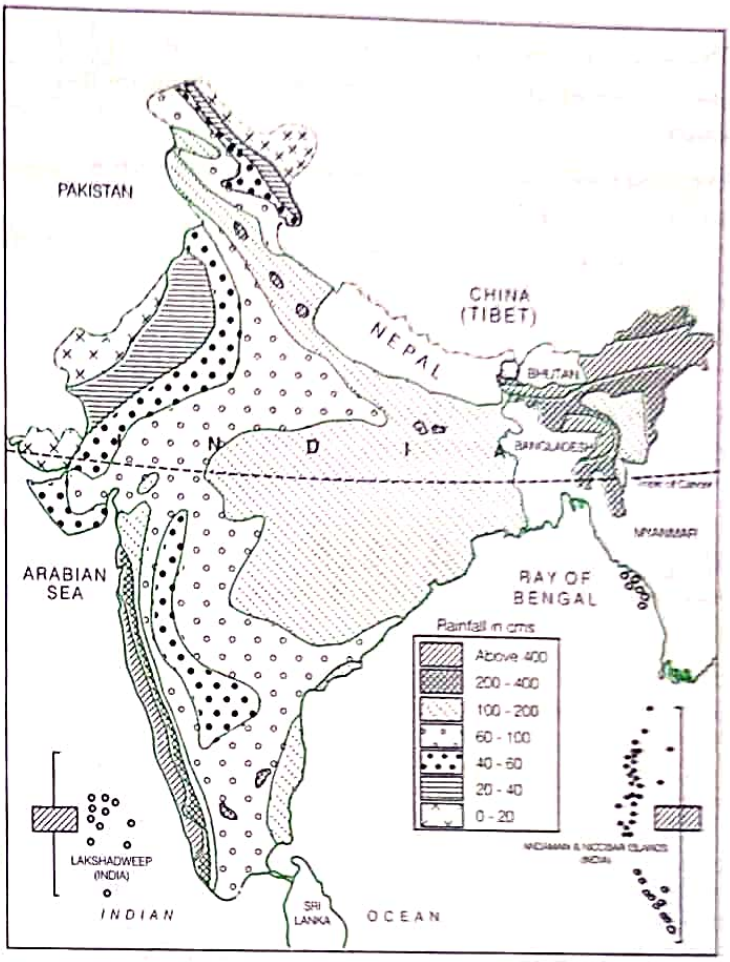
The monsoon withdraws from the Northern plains by the beginning of October, and dry winter conditions prevail by the end of November.

The months of October-November form a period of transition from hot rainy season to dry winter conditions.

### Features of Retreating Monsoon

*The characteristic features of retreating monsoon are*

- The period is marked by clear skies and rise in temperature.
- The day temperatures are high but nights are cool and pleasant.
- Due to the high temperature and humidity the weather becomes oppressive (harsh), during the day time. This phenomenon is known as **October heat**. In the second half of October, the temperature begins to fall rapidly in the Northern India.




Annual Rainfall

### Cyclonic Depression and Tropical Cyclone

The low pressure conditions over North- Western India, get shifted to the Bay of Bengal by early November. This shift is associated with the occurrence of cyclonic depressions which originate over the Andaman sea.

These cyclones generally cross the Eastern coast of India causing heavy and widespread rain. Often they cause a lot of destruction. Sometimes, these cyclones arrive at the coasts of Odisha, West Bengal and Bangladesh.

These cyclones frequently strike the populated deltas of the Godavari, the Krishna and the Kaveri. The Coromandel coast gets its maximum monsoon rainfall mostly during October and November from the cyclones and also by the retreating monsoon which takes its moisture from the Bay of Bengal.

## Monsoon as a Unifying Bond

- The Northern India has uniformly higher temperatures than other areas on the same latitudes because the Himalayas protect it from the extremely cold Central Asian winds.
- The Peninsular plateau has moderate temperatures due to the influence of the sea on three sides. Despite such moderating influences, there are great variations in the temperature conditions.

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- The seasonal alteration of wind systems and the associated weather conditions provide a rhythmic cycle of seasons.
- Even the uncertainties of rain and uneven distribution are very much typical of the monsoons.
- The Indian landscape, its animals and plant life, agricultural activities and the life of the people all are dependent on the effects of the monsoon.
- The monsoon provides the water to set agricultural activities in motion and hence, the arrival of the monsoon is awaited eagerly.
- The river valleys which carry this water also unite as single river valley unit.

## Check Point 02

1 Dust storms are common in North India in the month of .....

2 During cold weather season the average temperature of Chennai is between ..... .

3 Name any one region which receives low rainfall.

4 In month of ..... the low pressure conditions, get transferred to the Bay of Bengal.

# SUMMARY

- **Climate** is the sum total of the weather conditions (including variations) over a large area for a long period of time (more than 30 years).
- **Weather** refers to the state of the atmosphere over an area at any point of time.
- The elements of weather and climate are the same i.e. temperature, atmospheric pressure, wind, humidity and precipitation.
- The climate of India is described as monsoon type.
- The word monsoon is derived from Arabic word 'mausim'. Monsoon refers to the seasonal reversal in wind direction throughout the year.
- There are six major controls of the climate of any place which are latitude, altitude, pressure and wind system, distance from the sea, ocean currents and relief features.
- South-West monsoon winds are South-East trade winds of Southern hemisphere which after crossing equator, become South-Western trade winds (due to rightward deflection by Coriolis force). As they blow over warm ocean, they cause rainfall in Indian sub-continent.
- Monsoon generally reaches the Southern tip of the Indian peninsula during the first week of June. Then it is divided into the Arabian Sea branch and the Bay of Bengal branch which move rapidly.
- The Arabian Sea branch advances North along the Western Ghats. By mid-June, this branch arrives over Saurashtra Kachchh and central most part of the country.
- The Bay of Bengal branch reaches rapidly in Assam in the first week of June. It then gets deflected towards the west by the lofty mountain ranges, thus, giving rainfall to the Ganga plains.
- Both the branches merge over the North-Western part of the Ganga plains.
- There are basically four seasons identified in India such as the cold weather season, the hot weather season, advancing monsoon and retreating/post monsoon season.
- Clear sky, low temperatures and low humidity and weak variable winds are the characteristics of the weather during this period.
- The hot weather season is associated with loo, Kaal Baisakhi and Mango showers.
- Features of advancing monsoon are wet and dry spills, monsoon trough and tropical depression.
- Mawsynram in the southern ranges of the Khasi hills receives the highest average rainfall in the world.
- The months of October-November form a transition period from hot rainy to dry winter conditions. This period is known as Retreating/Post monsoon season.
- The seasonal alteration of wind systems and the associated weather conditions provide a rhythmic cycle of seasons.
- The Indian Landscape, its animals and plant life, agricultural activities and the life of the people all are dependent on the effects of the monsoon.
- The monsoon withdraws from the Northern plains by the beginning of October and dry winter conditions prevail by the end of November.

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## On Page 27

**1** Why the houses in Rajasthan have thick walls and flat roofs?

*Ans.* The houses in Rajasthan have thick walls because in Rajasthan, the weather is very hot and there is less rainfall. So, the thick walls of the houses insulate the people against the heat in summer and extreme cold in winter due to the desert. The houses in Rajasthan have flat roof because flat roofs are easier to construct and as there is not much rainfall, water will collect on the rooftops.

**2** Why is it that the houses in the Tarai region and in Goa and Mangalore have sloping roofs?

*Ans.* The houses in the Tarai region and in Goa and Mangalore have sloping roofs because they get heavy rain during the monsoon. When there are sloping roofs, the rain water can easily flow off towards the ground or to a receptive unit where water is collected instead of collecting on the rooftop.

**3** Why houses in Assam are built on stilts?

*Ans.* Houses in Assam are built on stilts because the state receives abundant rainfall due to which there are chances of floods. In case of flood, the water might get inside the houses if the houses are built on ground level. So in order to avoid flooding of houses, houses are built on stilts and above the ground level.

**4** Why most of the world's deserts are located in the Western margins of continents in the subtropics?

*Ans.* Most of the world's deserts are located in the Western margins of continents in the subtropics because the prevailing winds in the tropics are tropical easterly winds. These winds become dry by the time they reach the Western margins of the continents and so they bring no rainfall. Thus, the region becomes devoid of moisture which causes dry conditions leading to formation of deserts.

## Exercises

**1** Choose the correct answer from the four alternatives given below

(*i*) Which one of the following places receives the highest rainfall in the world?
(*a*) Silchar (*b*) Mawsynram
(*c*) Cherrapunji (*d*) Guwahati

(*ii*) The wind blowing in the Northern plains in summers is known as
(*a*) Kaal Baisakhi (*b*) Loo
(*c*) Trade Winds (*d*) None of these

(*iii*) *Which one of the following causes rainfall during winters in North-Western part of India?
(*a*) Cyclonic depression
(*b*) Retreating monsoon
(*c*) Western disturbances
(*d*) South-West monsoon

(*iv*) Monsoon arrives in India approximately in
(*a*) early May (*b*) early July
(*c*) early June (*d*) early August

(*v*) Which one of the following characterises the cold weather season in India?
(*a*) Warm days and warm nights
(*b*) Warm days and cold nights
(*c*) Cool days and cold nights
(*d*) Cool days and warm nights

*Ans.* (*i*) (*b*), (*ii*) (*b*), (*iii*) (*c*), (*iv*) (*c*), (*v*) (*b*)

**2** Answer the following questions briefly.

(*i*) What are the controls affecting the climate of India?

*Ans.* The controls affecting the climate of India are latitude, altitude, pressure and wind system, distance from the sea, ocean currents and relief features.

(*ii*) *Why does India have a monsoon type of climate?

*Ans.* India has monsoon type of climate. It is because of the occurence of the seasonal reversal of wind system and the strong influence of the monsoon winds over the sub-continent, which make Indian climate monsoon type.

* This topic is removed from latest syllabus.

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In summer, the winds blow from sea to land and bring much needed monsoon rainfall. During winters, the reverse occurs i.e. winds blow from land to sea and do not cause much rain.

(iii) Which part of India does experiences the highest diurnal range of temperature and why?

*Ans.* The highest diurnal range of temperature is experienced by the North-Western part of India comprising the Indian desert. This is because of the fact that sand (found in ample quantity in this region) gains and loses heat very quickly and it is located away from the sea.

(iv) Which winds account for rainfall along the Malabar coast?

*Ans.* The South-West monsoon winds (the Arabian sea branch) are responsible for rainfall along the Malabar coast.

(v) *What are jet streams and how do they affect the climate of India?

*Ans.* Jet stream are a narrow belt of high altitude (above 12,000 m) westerly winds in the troposphere. Their speed varies from about 110 km/h in summer to about 184 km/h in winter. A number of separate jet streams have been identified. The most constant are the mid-latitude and the sub-tropical Jet stream.

*The jet streams affect Indian climate in the following manner*

- **Sub-tropical westerly Jet stream** These Jet streams are located over 27°-30° North latitudes. Over India, these Jet streams blow South of the Himalayas all through the year (except in summer). During winters, the Western cyclonic disturbances are brought into India by these Jet stream.
- **Sub tropical-easterly Jet stream** It blows over the peninsular India (at about 14°N latitude). It is believed to be responsible for the sudden outbreak of the South-West monsoon in India.

(vi) Define monsoon. What do you understand by 'break' in monsoon?

*Ans.* The word monsoon is derived from the Arabic word 'Mausim' which literally means season. 'Monsoon' refers to the seasonal reversal in the wind direction during a year.

Break in monsoon are related to the wet and dry spells during the monsoon rain fall. Monsoon in India does not bring continuous rainfall. The rains are interspersed (scattered) with rainless intervals. Such rainless intervals are called 'break' in monsoon.

The breaks in monsoon are related to the movement of the monsoon trough. It is seen that when the axis of the monsoon trough lies over the Northern plains, the rainfall is heavier there. When this trough shifts towards the Himalayas, the plains are dry but the mountains receive heavy rainfall.

(vii) Why is the monsoon considered a unifying bond?

*Ans.* It is true that the monsoon is considered as a unifying bond.

*It is because of the following reasons*

- The presence of the Himalayan range in the North and ocean in the South have created a unique climatic condition over the Indian sub-continent.
- The seasonal alternation of wind system (i.e. monsoon) and the associated weather conditions provide a rhythmic cycle of seasons. Indian landscape, life style, agriculture, food habit, culture etc all revolve around these phenomena.
- By providing water to the agriculture and regulating the flow of water in river valleys (connecting different states), monsoon binds the whole country together.

**3** Why does the rainfall decrease from the East to the West in the Northern India?

*Ans.* There is a gradual decrease of rainfall from the East to the West in North India. The progressive decline of humidity of the winds is responsible for this. As the moisture bearing winds of the Bay of Bengal branch of the South-West monsoon move further and further inland, their moisture content decreases. As a result, there is a gradual decrease of rainfall from East to West direction.

**4** Give reasons as to why

(i) Seasonal reversal of wind direction takes place over the Indian sub-continent.

(ii) The bulk of rainfall in India is concentrated over a few months.

(iii) The Tamil Nadu coast receives winter rainfall.

(iv) The delta region of the Eastern coast is frequently struck by cyclones.

(v) Parts of Rajasthan, Gujarat and the leeward side of the Western Ghats are drought-prone.

*Ans.* (i) Seasonal reversal of wind direction takes place over the Indian sub-continent. *This can be understood by the following points*

(a) As there are different densities of land and water, so the rate of heating and cooling also varies. India is surrounded by water on three sides which gives special effect to the

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landmass.During summers, the Indian landmass becomes intensely heated than the surrounding seas. Thus, a low pressure region develops over the North-western parts of the country. The nearby sea is cooler, thereby having higher pressure. So, the winds blow from sea to land in the form of monsoon winds.

(b) With the reversal in the direction of the surface winds, the monsoons withdraw from the Northern plains. This reversal occurs as the monsoon trough becomes weaker with the approach of winter months.

(c) During winters, a high pressure area develops North of the Himalayas. And cold dry winds blow from this high pressure region to the low pressure areas that develops over the oceans to the South.

(d) Thus, these differences in pressure conditions are responsible for a complete reversal of the direction of winds.

(*ii*) The bulk of rainfall in India is concentrated over a few months. It is because of the fact that Indian sub-continent largely receives rainfall from the South-West monsoon winds. These winds are highly characterised by the seasonal reversal of winds. These winds blow over the main land when it has intense low pressure region and the surrounding water body has high pressure region.

This ideal temperature and pressure condition develops in May month. Thus , rainfall occurs between June to September months for over 100 to 120 days approximately. After this period, the monsoon withdraws from India and rest of the year becomes practically dry except winters which receive low rainfall.

(*iii*) *The Tamil Nadu coast receives winter rainfall due to following reasons*

The Tamil Nadu coast receives winter rainfall due to North-East trade winds. This is because in this region these winds blow from sea (Bay of Bengal) to land, thereby carrying moisture alongwith them.

(*iv*) The delta region of the Eastern coast of India is frequently struck by cyclones. This is because the cyclonic depressions that originate over the Andaman sea are brought in by the sub-tropical easterly Jet stream blowing over the peninsular India during the monoon as well as during the October to November period. The depression moves along East to west direction thus, hitting the Eastern coasts.

(*v*) Parts of Rajasthan, Gujarat and the leeward side of the Western Ghats are drought-prone.

*The reasons for this are as follows*

- Parts of Rajasthan are drought prone as they do not receive much rain because of the presence of Aravalli Range. It is because this range lies parallel to the direction of the winds, which do not strike it and thus, do not cause any rain.
- Gujarat is a drought prone region which receives less rainfall. It is because there are no hills and mountain ranges to obstruct the rain-bearing winds.
- The leeward side of the Western Ghats receives less rainfall. It is because the rain bearing winds strike the windward side first (slopes facing the winds) and then proceed to the leeward side (opposite side of the windward side). Due to this fact, very little or no rainfall occurs on the leeward side of the Western Ghats and it became drought prone region.

Note: *This type of question will not be asked in the examination. Only two or three sub-parts will be asked.*

**5** Describe the regional variations in the climatic conditions of India with the help of suitable examples.

*Ans.* The regional variation of the climatic conditions of India is mainly due to two factors, *viz*, temperature and precipitation (or rainfall). These two elements vary from place to place and season to season.

**Temperature**

During summer the temperature of desert area (e.g. parts of Rajasthan) crosses 50°C mark; on the other hand, hilly region (e.g. Pahalgam) has around 20°C temperature.

Similarly, the temperature of winter night at Drass (Jammu and Kashmir) is – 45°C whereas in coastal area (e.g. Thiruvananthapuram), it is about 22°C. The coastal region (e.g. Kerala) and island (e.g. Andaman and Nicobar) have uniform temperature throughout the year due to moderating effect of the sea. Whereas the interior parts of India have continental climate as these are far from the sea.

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**Precipitation**

In India, there is variation in the form, type, amount and seasonal distribution of rainfall from region to region. For example the precipitation is in the form of snowfall in the Himalayas, whereas it is in the form of rainfall in the rest of the country.

In the same season, Western Ghats and North-East part of the country receive more than 200 cm rainfall (Meghalaya-400 cm), it is less than 10 cm in Ladakh and Western Rajasthan. Most part of the country receives rainfall from June to September whereas the Tamil Nadu coast receives rainfall during October and November. There is gradual decrease of rainfall generally from East to West.

**6** *Discuss the mechanism of monsoons.

*Ans.* There are various phenomena to explain the mechanism of monsoon in India.

(*i*) **Differential heating and cooling of land and water** At the end of May, due to high temperature, low- pressure area is found on the landmass and sea/ocean experiences comparatively higher temperature.

(*ii*) **Shift in the position of Inter Tropical Convergence Zone (ITCZ)** In summer, ITCZ or the low pressure trough is shifted its position over the Ganga plain. It is also known as 'monsoon trough' during monsoon season.

(*iii*) **Presence of high pressure area at 20°S over the Indian ocean (East of Madagascar)** The intensity and position of this high pressure area affects the Indian monsoon.

(*iv*) **Intense heating of the Tibetan plateau** In summer, the intense heating of the Tibetan plateau results in strong vertical air currents and formation of high pressure over the plateau at about 9 km above sea level.

(*v*) **Westerly Jet stream and tropical easterly Jet stream** The movement of westerly Jet streams to the North of the Himalayas and the presence of the tropical easterly Jet streams over the Indian peninsula during summer. This periodic change in pressure conditions is known as Southern Oscillation (SO).

This change in the pressure conditions over the Southern ocean also affects the monsoon.

**7** Give an account of weather conditions and characteristics of the cold season.

*Ans.* The cold weather season begins from November in Northern India and stays till February. December and January are the coldest months in the Northern part of India. *The characteristics of cold season are as follows*

(*i*) The weather is normally marked by clear sky, low temperatures, low humidity and feeble, variable winds.

(*ii*) Days are warm and nights are cold. Frost is common in the North and higher slopes of the Himalayas experience snowfall.

(*iii*) During this season, the North-East trade winds blow from land to sea and hence, for most parts of the country, it is a dry season. Some amount of rainfall occurs on the Tamil Nadu coast from these winds as they blow there from sea to land.

(*iv*) A characteristic feature of the cold weather season over the Northern plains is the inflow of cyclonic disturbances from the West and the North-West. These low-pressure systems, originate over the Mediterranean Sea and Western Asia and move into India, along with westerly flow.

(*v*) The peninsular region does not have a well defined cold season. There is hardly any noticeable change in temperature pattern during winter due to the moderating influence of the sea.

**8** Give the characteristics and effects of the monsoon rainfall in India.

*Ans.* **Characteristics of Monsoon Rainfall**

(*i*) Monsoon winds are non-steady and pulsating (rise and fall) in nature.

(*ii*) Its duration varies from 100-120 days (early June-mid September).

(*iii*) Around the time of its arrival, there is sudden increase and continuous rainfall for several days, called as 'Burst of monsoon'.

(*iv*) The retreat or withdrawal of the monsoon is a gradual process.

(*v*) The monsoon takes place in wet and dry spells. The intervening rainless intervals are known as 'Breaks' in monsoon.

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(vi) Rainfall is unevenly distributed over the Indian mainland. Certain areas receive heavy rainfall while other areas receive scanty and low rainfall.

**Effects of Monsoon Rainfall**

(i) The monsoons are known for their uncertainties and vagaries (unexpected change).

(ii) The alternation of dry and wet spells vary in intensity, frequency and duration.

(iii) On one part, it causes heavy flood; on the other part, it may be responsible for drought.

(iv) It is often irregular in its arrival and its retreat. Hence, it sometimes disturbs the farming schedule in the country.

**9** (i) Name two rainiest stations.

(ii) Name two driest stations.

(iii) Name two stations with most equable climate.

(iv) Name two stations with most extreme climate.

(v) Name two stations most influenced by the Arabian branch of South-West monsoons.

(vi) Name two stations most influenced by the Bay of Bengal branch of South-West monsoons.

(vii) Name two stations influenced by both branches of the South-West monsoons.

(viii) Name two stations influenced by retreating and North-East monsoons.

(ix) *Name two stations receiving winter showers from the Western disturbances.

(x) Name the two hottest stations in the months of

(a) February (b) April (c) May (d) June

*Ans.* (i) Shillong and Mumbai

(ii) Leh and Jodhpur

(iii) Thiruvananthapuram and Mumbai

(iv) Leh and Jodhpur

(v) Mumbai and Thiruvananthapuram

(vi) Shillong and Kolkata

(vii) Delhi

(viii) Thiruvananthapuram and Chennai

(ix) Delhi and Leh

(x) (a) Febrauary : Thiruvananthapuram and Chennai

(b) April : Nagpur and Chennai

(c) May : Nagpur and Delhi / Jodhpur

(d) June : Jodhpur and Delhi

**10** Re-arrange the ten stations in two different sequences

(I) According to their distance from the equator.

(II) According to their altitude above mean sea-level.

*Ans.*

| | Distance from the Equator | Altitude above Mean Sea Level |
|---|---|---|
| **Maximum /Highest** | Leh (Farthest) | Leh |
| | Delhi | Shillong |
| | Jodhpur | Bengaluru |
| | Shillong | Nagpur |
| | Kolkata | Jodhpur |
| | Nagpur | Delhi |
| | Mumbai | Thiruvananthapuram |
| | Chennai | Mumbai |
| | Bengaluru | Chennai |
| **Minimum /Lowest** | Thiruvananthapuram (nearest) | Kolkata |

**11** Now find out

(i) Why are Thiruvananthapuram and Shillong rainier in June than in July?

(ii) Why is July rainier in Mumbai than in Thiruvananthapuram?

(iii) Why are South-West monsoons less rainy in Chennai?

(iv) Why is Shillong rainier than Kolkata?

(v) Why is Kolkata rainier in July than in June unlike Shillong which is rainier in June than in July?

(vi) Why does Delhi receive more rain than Jodhpur?

*Ans.* (i) They are rainier in June as the monsoon arrival occurs in both places in June. And the initial impact of the monsoon is an intense period of heavy rain.

(ii) July is rainier in Mumbai than in Thiruvananthapuram. It is because monsoon reaches Thiruvananthapuram by 1st of June and after giving initial showers the monsoon falls into a steady pattern of raining for at least a couple of hours most days.

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By the time, monsoon reaches Mumbai (by 10th of June), it gets its maximum strength and obstructs by the Western Ghats and gives heavy rainfall for about a month and also during July month.

(*iii*) Chennai doesn't receive much rain during the South-West monsoon. It is because the Bay of Bengal branch of monsoon passes parallel to Tamil Nadu coast causing very little or no rainfall. Chennai gets most of its rainfall from the North-East monsoon from October to December.

(*iv*) Shillong is in a hilly area. The hills usually trap the monsoon winds. So that Shillong becomes rainier than Kolkata.

(*v*) Shillong is rainier in June than Kolkata because the monsoon reaches Shillong earlier than Kolkata (refer to the 'Advancing Monsoon' map in your textbook) and the initial impact is heavier than the later showers.

(*vi*) Delhi receives more rain than Jodhpur. It is because Delhi lies more East than Jodhpur and receives rainfall from the Bay of Bengal branch. This branch keeps on reducing its moisture as proceeds from East to West. By the time, this branch reaches further West, it looses its moisture and gives very few rainfall in Jodhpur.

On the other hand, Jodhpur is on the edge of the Thar desert and when monsoon winds reach there, most of their moisture is exhausted. Thus, Delhi receives more rain than Jodhpur.

**12** Now think why

(*i*) Thiruvananthapuram has equable climate?

(*ii*) Chennai has more rains only after the fury of monsoon is over in most parts of the country?

(*iii*) Jodhpur has a hot desert type of climate?

(*iv*) Leh has moderate precipitation almost throughout the year?

(*v*) While in Delhi and Jodhpur most of the rain is confined to nearly three months, in Thiruvananthapuram and Shillong it is almost nine months of the year?

(*vi*) In spite of these facts, see carefully if there are strong evidences to conclude that the monsoons still provide a very strong framework lending overall climatic unity to the whole country.

*Ans.* (*i*) *Thiruvananthapuram has equable climate because of two reasons*

- It is situated on the sea coast. The moderating influence of the sea makes the climate equable.
- It is near to the equator. At the equator, all the seasons have similar temperatures and so this makes the climate equable.

(*ii*) Chennai gets most of its rainfall later than most other parts of the country because it receives most of its rainfall from the North-East monsoon or retreating monsoon which gives rains mostly from October to December. It receives very less or no rainfall from South-West monsoon like rest of the country.

(*iii*) Jodhpur has a hot desert type of climate because it is situated on the extreme North-Western part of India which is a desert and so, when the monsoon winds reach there, they exhaust their moisture.

(*iv*) Leh is a cold desert located in the mountains and because of its topographical location, it receives moderate precipitation almost throughout the year.

(*v*) Rains in Delhi and Jodhpur are confined to monsoon period only i.e. three months. It is because, these regions are located in the interior part of the country, which receives rainfall mostly from South-West monsoon.

Thiruvananthapuram receives rainfall almost nine months of the year because it lies on the sea coast and receives rainfall from both the South-West and North- East monsoons. Besides it receives rainfall due to local disturbances which pick up moisture from the sea.

Shillong also gets rainfall almost nine months of the year because it is in a hilly area and receives rain from the monsoon as well as from local disturbances which are trapped by the hills.

(*vi*) The seasonal alteration of the wind systems and the associated weather conditions provide a rhythmic cycle of seasons. Monsoon rains are unevenly distributed and typically uncertain.

The Indian landscape, plant and animal life, agriculture, the people and their festivities, all revolve around the monsoon.

All the Indian people eagerly await the arrival of the monsoon. It binds the whole country by providing water which sets all agricultural activities in motion. That is why, the monsoon is considered a unifying bond.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** .....refers to the sum total of weather conditions and variations over a large area for a long period of time.
(a) Monsoon (b) Climate
(c) Weather (d) Environmental effects
*Ans.* (b) Climate

**2** Which among the following fluctuates very often even within a day?
(a) Weather (b) Climate
(c) Atmospheric conditions (d) Seasons
*Ans.* (a) Weather

**3** India has which type of climate?
(a) Monsoon (b) Oceanic
(c) Tundra (d) Tropical Savanna
*Ans.* (a) Monsoon

**4** What is the annual precipitation in the Indian state of Meghalaya?
(a) 300 cm (b) 350 cm
(c) 400 cm (d) 450 cm
*Ans.* (c) 400 cm

**5** The most parts of the country receive rainfall in which of the following months ?
(a) June to September
(b) April to July
(c) March to June
(c) February to May
*Ans.* (a) June to September

**6** The climate of India is strongly influenced by
(a) westerlies winds
(b) monsoon winds
(c) easterlies winds
(d) local winds
*Ans.* (b) monsoon winds

**7** Which traders coming to India named the seasonal reversal of wind system as 'monsoon'?
(a) British (b) Portuguese
(c) Arabs (d) French
*Ans.* (c) Arabs

**8** The monsoon is experienced at which of the following regions?
(a) Tropical (b) Polar
(c) Temperate (d) None of these
*Ans.* (a) Tropical

**9** What is the duration of monsoon in India?
(a) 100-180 days (b) 100-120 days
(c) 80-120 days (d) 90-110 days
*Ans.* (b) 100-120 days

**10** Which type of climate is characterised by a distinct seasonal pattern?
(a) Monsoon type of climate
(b) Tropical savanna type of climate
(c) Tundra type of climate
(d) Rainforest type of climate
*Ans.* (a) Monsoon type of climate

**11** The ..... areas do not experience much variation in temperature though there is variation in rainfall pattern.
(a) mountainous (b) plain
(c) coastal (d) None of these
*Ans.* (c) coastal

**12** How many seasons can be identified in India?
(a) Three (b) Four (c) Two (d) Five
*Ans.* (b) Four

**13** Which of the following months are the coldest months in the Northern part of India?
(a) January and February
(b) November and December
(c) December and January
(d) September and October
*Ans.* (c) December and January

**14** During cold weather season, which wind prevails over the country?
(a) Monsoon wind
(b) Westerlies wind
(c) North- East trade wind
(d) North-West trade wind
*Ans.* (c) North- East trade wind

**15** Find the incorrect option.
(a) India lies in the region of the North-Easterly surface winds.
(b) These winds originate and blow over land during winter from the sub-tropical high- pressure belt of the Northern hemisphere.
(c) These winds blow Southwards and get deflected to the right due to the Coriolis force.
(d) Then these winds move towards the equatorial high-pressure region.
*Ans.* (d) Then these winds move towards the equatorial high-pressure region.

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**16** Which of the following statements defines Continentality?

(a) In Continentality summers are normal but Winters are very cold.
(b) In Continentality summers are very hot but Winters are mild.
(c) In Continentality summers are very hot and winters are very cold.
(d) In Continentality both summers and winters are mild.

*Ans.* (c) In Continentality summers are very hot and winters are very cold.

**17** Arrange the following places according to their distance from the equator (from minimum to maximum).

1. Leh
2. Delhi
3. Thiruvananthapuram
4. Shillong

**Codes**

(a) 3, 4, 2, 1
(b) 4, 3, 2, 1
(c) 1, 2, 3, 4
(d) 3,1, 2, 4

*Ans.* (a)

## Match the Following

**18**

| List-I (Seasons) | List-II (Duration) |
|---|---|
| A. Cold Weather Season | 1. Mid-November-February |
| B. Hot Weather Season | 2. March-May |
| C. Advancing Monsoon Season | 3. June-September |
| D. Retreating/Post Monsoon Season | 4. October-November |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 |
| (b) | 1 | 3 | 2 | 4 |
| (c) | 4 | 3 | 1 | 2 |
| (d) | 4 | 3 | 2 | 1 |

*Ans.* (a)

## Fill in the Blanks

**19** ..... in the Southern ranges of the Khasi hills receives the highest average rainfall in the world.

*Ans.* Mawsynram

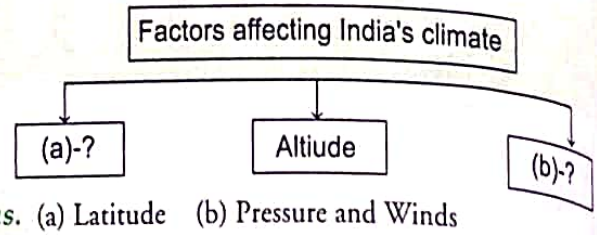
**20** ..... passes through the middle of the country.

*Ans.* The Tropic of Cancer

**21** ..... of any area depend on the latitude and altitude of the place.

*Ans.* The pressure and wind.

**22** Complete the following table with correct information with regard to factors affecting India's climate.




*Ans.* (a) Latitude (b) Pressure and Winds

## Correct and Rewrite

**23** Weather refers the the sum total of weather conditions and variations over a large area for a long period of time.

*Ans.* Climate refers to the sum total of weather conditions and variations over a large area for a long period of time.

**24** The North-East trade winds originate over the warm sub-tropical areas of the southern oceans.

*Ans.* The South-East trade winds originate over the warm sub-tropical areas of the Southern oceans.

## Assertion/Reason

**25** **Assertion** (A) India's climate has characteristics of tropical as well as sub-tropical climates.
**Reason** (R) The Tropic of Cancer passes through the middle of the country from the Rann of Kachchh in the West to Mizoram in the East.

**Codes**

(a) Both A and R are true and R is the correct explanation of A.
(b) Both A and R are true but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

**26** **Assertion** (A) During retreating monsoon October heat is common phenomenon.
**Reason** (R) During retreating monsoon due to high temperature and humidity the weather becomes oppressive during the day time.

**Codes**

(a) Both A and R are the true and R is the correct explanation of A
(b) Both A and R are true but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

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## Very Short Answer Questions

**27** Why does Thiruvananthapuram have a moderate climate?

*Ans.* Due to coastal location, Thiruvananthapuram has a moderate climate.

**28** In which season does the rainfall in Ganga valley reduce from East to West?

*Ans.* Rainfall in Ganga valley reduces from East to West during the season of advancing monsoon.

**29** Which force is responsible for the deflection of wind from its normal path?

*Ans.* The Coriolis force is responsible for the deflection of wind from its normal path.

**30** Define the term 'Loo'.

*Ans.* 'Loo' are strong, gusty, hot, dry winds blowing during the day over the North and North-Western India in summer season.

**31** In which season does the heat belt shift Northwards?

*Ans.* The heat belt shifts Northwards during the summer season.

**32** Which part of India receives maximum rainfall during the rainy season?

*Ans.* The North-Eastern part of India receives maximum rainfall during the rainy season.

**33** Define burst of monsoons.

*Ans.* When monsoons arrive in India, the normal rainfall increases suddenly and continues constantly for several days. This is called 'burst of monsoon'.

**34** The phenomenon of 'October Heat' is the characteristic feature of which season?

*Ans.* The phenomenon of 'October Heat' occurs during the season of retreating monsoon.

## Short Answer (SA) Type Questions

**1** How do the following factors influence the climate of India?

(a) Latitude (b) Altitude

(c) Distance from the sea

*Ans.* *The factors which influence the climate of India are given below*

(a) **Latitude** The Tropic of Cancer divides India into two equal halves. The region lying North to it has sub-tropical climate, whereas South to it has tropical climate.

(b) **Altitude** It means the height from the sea level. With increase in height from the Earth surface the temperature decreases and air becomes less dense. India has mountain ranges (the Himalayas) in the North with an average elevation of about 6000 m. The coastal areas as well as islands have maximum elevation of about 30m.

The Indian sub-continent experiences milder winters, as the Himalayas act as a barriers against the cold arctic winds and stop them to enter in India. The Himalayas also stop the South-West monsoon winds to escape from India and the whole Northern India experiences monsoon season.

(c) **Distance from the Sea** The regions located near the sea have moderate climate and those lying away from it have extreme climate. This is due to moderating influence of ocean currents.

**2** What is the coriolis force? Describe briefly its effect on the world climate.

*Ans.* **Coriolis Force**

It is an apparent force caused by the Earth's rotation. It is responsible for deflecting winds towards the right in the Northern hemisphere and towards the left in the Southern hemisphere.

**Effect of Coriolis Force on the World Climate**

Under the effect of Coriolis force, the trade winds moving from sub-tropical high-pressure belts to equatorial low-pressure belts become North-East trade winds in the Northern hemisphere. These trade winds become South-East trade winds in the Southern hemisphere. As a result, they bring heavy rainfall to the East coast, while the West coast remains dry.

**3** State what is monsoon. Name the two branches of monsoon and explain any one.

*Ans.* **Monsoon** The word 'monsoon' is derived from the Arabic word 'Mausim' which literally means season. It refers to the seasonal reversal in the wind direction during a year.

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*The two branches of monsoon are*

(*i*) The Arabian Sea branch

(*ii*) The Bay of Bengal branch

**The Bay of Bengal Branch**

(*a*) This branch of monsoon moves along the Bay of Bengal. It advances rapidly and arrives in the North-Eastern part of the country in first week of June.

(*b*) The lofty mountains cause this branch of monsoon winds to deflect towards the West over the Ganga plains.

(*c*) The rainfall keeps on decreasing when this branch proceeds form East to West direction.

(*d*) It merges with the Arabian Sea branch over the North-Western part of the Ganga plains.

**4** (a) How is the Arabian Sea branch of the South-West monsoons responsible for good rainfall in the Northern plains of India?

(b) Why does it not give rain in the Central Peninsula?

*Ans.* (*a*) The Arabian Sea branch of the South-West monsoon is responsible for good rainfall in the Northern plains of India.

It is because this branch blows over the Arabian Sea and takes adequate moisture from this. This branch enters through Saurashtra and enters the Northern plains. The winds of this branch strike the Himalayas and give fairly good rainfall, as they have abundant moisture.

(*b*) The South-West monsoon winds are perpendicular to the direction of the Western Ghats. Thus, they give heavy rainfall on the windward side of the Western Ghats. Central Peninsula lies on the leeward side of the Western Ghats. Thus, the Arabian Sea branch of South-West monsoon does not reach this region.

**5** Define 'Kal Baisakhi', 'Loo' and 'Mango Shower'. In which parts of India are they experienced?

*Ans.* **Kal Baisakhi** Kal Baisakhi are the local thunderstorms. These are associated with violent winds, torrential downpours, often accompanied by hail. They occur in West Bengal.

**Loo** Loo is a strong, gusty, hot, dry wind. It blows during the day over the North and North-Western India.

**Mango Showers** Mango showers are pre-monsoon showers. These help in the ripening of mangoes in coastal Kerala and Karnataka. These are known as Mango showers.

**6** Why do the Western Ghats receive more rainfall than the Eastern Ghats? Explain briefly.

*Ans.* *Western Ghats receive more rainfall than the Eastern Ghats because*

(*i*) Western Ghats receive rainfall from the Arabian sea branch of the South-West monsoon winds. As these winds blow over warm oceans, they bring abundant moisture.

(*ii*) The Western Ghats do not allow the winds to cross over without shedding their moisture on the Western slopes so they receive more rainfall.

(*iii*) On the other hand, when these winds reach the Eastern Ghats, they are almost dry, so they receive less rainfall.

(*iv*) Another branch of South-West monsoon is the Bay of Bengal branch. This branch moves parallel to the Eastern Ghats. In this way, this region is located in an unfavourable position with reference to the monsoon winds.

**7** Where is Mawsynram located? Why does Mawsynram receive the highest amount of rainfall?

*Ans.* Mawsynram is located in the Southern ranges of the Khasi hills in Meghalaya. It is located at a height of 1500 m above the sea level. It receives the highest average (annual 1140 cm)rainfall of the world.

*Mawsynram receives the highest amount of rainfall because*

(*i*) This place is enclosed by hills on three sides.

(*ii*) The relief features give this place tunnel shaped location.

(*iii*) The Bay of Bengal branch of the South-West monsoon is trapped in these hills. The winds of this branch try to get out of there, but are forced to pour down there extensively.

**8** Explain any four features of advancing monsoon with reference to India.

*Ans.* The advancing monsoon prevails during the months of June, July, August and September.

*The features of advancing monsoon are*

(*i*) It brings a total change in weather conditions.

(*ii*) Early in the season of the advancing monsoon, the windward side of the Western Ghats receives very heavy rainfall. The maximum rainfall of this season occurs in the North-Eastern India.

(*iii*) It has wet and dry spells. The intervening dry period is called 'Breaks' in monsoon.

(*iv*) The monsoon is known for its uncertainties. The spatial distribution of rainfall is uneven.

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**9** Why are South-West monsoons less rainy in Tamil Nadu? Explain.

*Ans.* Tamil Nadu lies in the Eastern coast of India.

*The South-West monsoon is less rainy in Tamil Nadu due to the following reasons*

(*i*) The Arabian Sea branch of the South-West monsoon hits the Western Ghats. It causes heavy rainfall there. By the time, it advances towards Chennai, it becomes off-shore and gives less rain.

(*ii*) The Bay of Bengal branch of the South-West monsoon blows parallel to Tamil Nadu and does not give rainfall.

**10** Why does Chennai receive less rainfall through the South-West monsoon?

*Ans.* Chennai is located in the South-Eastern coast of India. It receives less rainfall through *the South-West monsoon due to the following reasons*

(*i*) The Bay of Bengal branch of South-West monsoon passes parallel to Chennai coast.

(*ii*) Due to the presence of the Western Ghats on its way of flow, the Arabian Sea branch of the South-West monsoon could not cross over and gives little or no rain in Chennai.

**11** Why are the delta regions of Eastern India struck by cyclones?

*Ans.* *The delta regions of Eastern India are struck by cyclones due to following reasons*

- By early November, the low-pressure conditions over North-Western India get transferred to the Bay of Bengal.
- With this shift, there is occurrence of cyclonic depressions (originating over the Andaman sea).
- These cyclones, after coming under influence of retreating monsoon, crosses the Eastern coasts (direction of flow from East to West) of India. They cause heavy and widespread rain.

Therefore, the delta regions of Eastern India are struck by cyclones.

**12** Why does the North-West India receive rainfall during winters? Give any three reasons.

*Ans.* *The North-West India receives rainfall during winters due to the following reasons*

(*i*) The low-pressure systems originate over the Mediterranean sea and Western Asia during winter months.

(*ii*) These low-pressure systems which are also known as western cyclonic disturbances, move into India alongwith the Westerly flow.

(*iii*) These western disturbances cause winter rains in the North-western India especially in Punjab, Haryana and Northern plains.

**13** Why is the distribution of rainfall in India not uniform? Explain any three reasons.

*Ans.* The distribution of rainfall in India is not uniform. There is spatial and temporal variation of rainfall in India. Various factors contributed to this uneven distribution of rainfall in India. *They are*

(*i*) **Relief** Relief factors (e.g. high mountains and hills) act as a barrier to rain bearing winds. When such winds collide with the high mountains, they cause orographic rainfall on the windward side. The leeward side on the other hand remains drier. E.g. due to the Western Ghats, the Western coastal plains get heavy rainfall.

(*ii*) **Distance from the Sea** (Continentality) As the distance from the sea increases, the moisture content of the wind decreases. So, the interior of landmass are much drier than those in the Coastal region.

(*iii*) **Direction of Wind** The regions lying in the direction of flow of wind are rainier than those not lying on its direction. E.g. Tamil Nadu coast which lies parallel to the Bay of Bangal branch does not get rainfall from the South-West monsoon.

**14** "There is a great variation in the amount and type of precipitation in India." Justify the statement.

*Ans.* There is a wide variation not only in the forms and types of precipitation but also in its amount and the seasonal distribution.

*Such as*

(*i*) In the upper parts of the Himalayas, precipitation occurs most likely in the form of snowfall. The rest of the country receives rainfall.

(*ii*) Parts of Western coast and the North-Eastern India receives over about 400 cm of rainfall annually, e.g. Meghalaya.

On the other hand, some regions like Ladakh, Western Rajasthan, parts of Gujarat and the leeward side of the Western Ghats receive rainfall less than 10 cm annually. Thus, it can be concluded that there is a great variation in the amount and type of precipitation in India.

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**15** Chennai receives rainfall in winter. Why?

*Ans.* *Chennai receives rainfall in winter due to the following reasons*

(*i*) The North-East winds pick up moisture while crossing the Bay of Bengal. These winds are on-shore in Tamil-Nadu coast. Hence, cause rainfall there.

(*ii*) During the months of October and November, the low-pressure area over the North-Western India gets transferred to the Bay of Bengal. This shift is associated with the cyclonic depression which originates over the Andaman sea and causes rainfall in the coastal areas e.g. in Chennai.

**16** Why is it said that "Monsoon wind is known for its uncertainties"? Explain any four reasons.

*Ans.* *Monsoon wind is known for its uncertainties because*

(*i*) The movement of low-pressure trough controls the spatial distribution of rainfall.

(*ii*) The alteration of wet and dry spells varies in intensity, frequency and duration.

(*iii*) It sometimes causes heavy floods in one part, it may be responsible for drought in other.

(*iv*) It is often irregular in its arrival and retreat.

**17** Study the following climatic data and answer the questions that follow.

| Month | Temperature in (°C) | Rainfall in (cm) |
|---|---|---|
| Jan. | 14.4 | 2.5 |
| Feb. | 16.7 | 1.5 |
| Mar. | 23.3 | 1.3 |
| Apr. | 30.0 | 1.0 |
| May | 33.2 | 1.8 |
| June | 33.3 | 7.4 |
| July | 30.0 | 19.3 |
| Aug. | 29.4 | 17.8 |
| Sep. | 28.9 | 11.9 |
| Oct. | 25.6 | 1.3 |
| Nov. | 19.4 | 0.2 |
| Dec. | 15.6 | 1.0 |

(*a*) Name the rainiest month of the year. How much is the rainfall in this month?

(*b*) What is the annual range of temperature here?

(*c*) Name the hottest month and write the temperature.

*Ans.* (*a*) The rainiest month of the year is July. The rainfall in this month is 19.3 cm.

(*b*) The annual range of temperature is 33.3°C −14.4°C = 18.9°C

(*c*) The hottest month of the year is June and the temperature is 33.3°C.

**18** Bring out any one similarity and four differences between climate and weather.

*Ans.* **Similarity between climate and weather**

Both weather and climate have the same elements. These elements are humidity, precipitation, temperature, wind and atmospheric pressure. Both indicate the atmospheric conditions of a region.

**Differences between climate and weather**

| Climate | Weather |
|---|---|
| Climate refers to the sum total of weather conditions and variations over a large area for a long period of time. | Weather refers to the state of the atmosphere over an area at any point of time. |
| Climate is recorded for a longer period of time i.e. more than 30 years. | Weather data are recorded on daily basis i.e. a few hours or a few days. |
| Climate is referred to a large area. | Weather is referred to a particular area. |
| It is the collective effect of all the elements of it. | It is influenced by any one element of it. ie. humidity, pressure condition, temperature and so on. |

**19** Differentiate between the cold weather season and the hot weather season in India by explaining five distinctive features of each.

*Ans.* *Differences between the cold weather season and the hot weather season are as follows*

| Cold Weather Season | Hot Weather Season |
|---|---|
| It begins from mid-November and lasts till February. | It begins from March and lasts till June. |
| The Northern India becomes a high pressure region, causing winds blowing outward. | The Northern India becomes a low pressure region, causing air circulation around it. |
| The temperature remains comparatively low during this season. | The temperature remains comparatively high during this season. |
| The days are short and warm, the nights are cold and long. | Days are hot and long, and nights are warm and short. |
| Important feature of this season is Loo. | Important feature of this season is the Western cyclonic disturbances. |

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**20** Distinguish between the South-West monsoon and North-East monsoon.

*Ans.* *Differences between the South-West monsoon and North-East monsoon are as follows*

| South-West Monsoon | North-East Monsoon |
|---|---|
| This season starts in June and ends in September. | This season starts from December and ends in February. |
| It does not rain continuously. There are rainless intervals in this season. | It does not possess any rainless intervals. |
| It blows in India as the Arabian sea branch and Bay of Bengal branch. | It does not have any branch. |
| Major portion of annual rainfall in India is due to this type of monsoon. | Minor portion of the annual rainfall in India is due to this type of monsoon. It gives rain to Tamil Nadu Coast. |
| The winds in this season blow from the high pressure area (on the sea) to the low pressure area (on the land) i.e. winds blow from sea to land. | The winds in this season blow from the high pressure area (on the land) to the low pressure area (on the sea). i.e. winds blow from land to sea. |

**21** Read the sources given below and answer the questions that follows

**Source A Latitude**

The Tropic of Cancer passes through the middle of the country from the Rann of Kuchchh in the West to Mizoram in the East. Almost half of the country, lying South of the Tropic of Cancer, belongs to the tropical areas. All the remaining area, North of the Tropic, lies in the sub-tropics. Therefore, India's climate has characteristics of tropical as well as subtropical climate.

(i) To what extent do you agree that India has characteristics of both tropical and sub-tropical climates? Give only one aspect?

**Source B Altitude**

India has mountains to the North, which have an average height of about 6,000 metres. India also has a vast coastal areas where the maximum elevation is about 30 metres. The Himalyas prevent the cold winds from Central Asia from entering the subcontinent. It is because of these mountains that this subcontinent experiences comparatively milder winters as compared to Central Asia.

(ii) Evaluate the importance of the Himalayas in terms of its altitude.

**Source C Pressure and Winds**

The pressure and wind conditions over India are unique. During winter, there is a high-pressure area North of the Himalayas. Cold dry winds blow from this region to the low-pressure areas over the oceans to the South. In summer, a low-pressure area develops over interior Asia, as well as, over North-Western India.

This causes a complete reversal of the direction of winds during summer. Air moves from the high-pressure areas over the Southern Indian Ocean, in a South-Easterly direction, crosses the equator, and turns right towards the low-pressure areas over the Indian subcontinent. These are known as the South-West Monsoon winds.

These winds blow over the warm oceans, gather moisture and bring widespread rainfall over the mainland of India.

(iii) To what extent do you agree that the pressure and wind conditions over India are unique ?

*Ans.* (*i*) We can say that India has characteristics of both tropical and sub-tropical climates. The Tropic of Cancer passes through the middle of India. It divides the country into almost two equal halves as the tropical zone (South of the Tropic of cancer) and the Sub-tropical Zone (North of the Tropic of Cancer).

(*ii*) *The importance of the Himalayas can be seen through the following point*

- The Himalayas in the North of India have an average height of about 6000 m. The Himalayas prevent the cold winds from Central Asia from entering the sub-continent.
- Thus, is responsible for milder winters in India as compared to Central Asia.

(*iii*) The pressure and wind conditions over Indian are unique.

*It can be understood through the following points*

(a) During winter, there is a high-pressure area North of the Himalayas. Cold dry winds blow from this region to the low-pressure areas over the oceans to the South.

(b) In summer , a low-pressure area develops over interior Asia, as well as, over North- Western India. This causes a complete reversal of the direction of winds during summer.

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## Long Answer (LA) Type Questions

**1** Describe five characteristics/features of hot weather season in India.

*Ans.* India experiences the hot weather season from the month of March to May. During this season, there is apparent Northward movement of the sun.

*The hot weather season has the following characteristics*

(*i*) There is overall increase in temperature e.g. the temperature of the Northern plains is between 42 – 45°C and in the Deccan plateau between 35 – 38°C.

(*ii*) An elongated low-pressure area develops from Thar Desert (in North-West) to Patna and Chota Nagpur plateau (in East and South-East) towards the end of May. From this low-pressure belt, the circulation of air begins.

(*iii*) In the Northern and North-Western plain, there is occurrence of 'Loo'- strong, hot, gusty, dry wind.

(*iv*) In the Northern India, there is common occurrence of dust storm in May.

(*v*) There is also occurrence of localised thunderstorms. These are associated with violent winds, torrential downpours, often accompanied by hailstorm at some places (e.g. West Bengal).

**2** Describe various sources of rainfall other than monsoon that take place in India.

*Ans.* In India, apart from monsoons, there are various other sources of rainfall.

*These include*

(*i*) Tropical cyclones bring heavy rainfall on the Eastern coast of India.

(*ii*) Rainfall might occur for a brief time due to the formation of convective clouds. This is mostly in the interior landmass.

(*iii*) Local water bodies create an impact on the pressure and wind system through evaporation causing rains to occur.

(*iv*) Dust storms also reduce the temperature. These bring cool breeze and light rainfall in the Northern India.

(*v*) The Western disturbances coming from the West cause rainfall in the North and North-West of India during winter.

**3** Study the table given below and answer the following questions.

| Station | Latitude | Altitude |
|---|---|---|
| A | 26°N | 909 m |
| B | 12°N | 160 m |

(a) What type of climate does station A have? Why?

(b) What type of climate does station B have? Why?

*Ans.* (a) The station A lies North of the Tropic of Cancer, so it is in sub-tropical zone. Due to its height from the sea level, it is a high altitude area. So, station A must have cold temperate climate. Here summer will be of very short duration and summer temperature would not be very high.

The precipitation might occur in the form of snowfall on its higher areas and for other parts, it may be rainfall. Temperature is cold in winter and warm in summer.

(b) The station B lies South of the Tropic of Cancer. Hence, it will have tropical climatic condition. Its height from sea level is also lesser than station A.

The summer would be hot and rainy and of longer duration. In winter, it is dry and cold.

**4** "India has diverse climatic conditions". Explain by giving two examples each of temperature and precipitation.

*or* "India has diverse climatic conditions." Support this statement by giving three examples.

*or* Describe the regional variations in climatic conditions of India with the help of suitable examples.

*Ans.* There is an overall unity in the general climatic pattern in India, however there are some perceptible regional variations in temperature and precipitation conditions. *These variations are as under*

**Regional variation in temperature conditions**

(*i*) In summer, the mercury occasionally touches 50°C in some parts of Rajasthan desert. On the other hand, it may be around 20°C in Pahalgam in Jammu and Kashmir.

(*ii*) On a winter night, temperature at Drass in Jammu and Kashmir may be as low as –45°C. On the other hand, Thiruvananthapuram, may have a temperature of 22°C.

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(iii) Also there is a wide variation between day and night temperatures. E.g. in the Thar desert, the day temperature may rise of 50° C and drop down to near 15° C the same night.

On the other hand, there is hardly any difference in the day and night temperatures in the Andaman and Nicobar islands or in Kerala due to their location near to the sea/ ocean.

**Regional variation in precipitation conditions**

(i) The annual precipitation varies from over 400 cm in Meghalaya to less than 10 cm in Ladakh and Western Rajasthan.

(ii) Most parts of the country receive rainfall from June to September. But some parts like the Tamil Nadu coast gets a large portion of its rain during October and November.

(iii) Precipitation is mostly in the form of snowfall in the upper parts of the Himalayas. On the other hand, the rest of the country experiences rainfall.

(iv) Coastal areas experience less contrasts in temperature conditions. Seasonal contrasts are more in the interior of the country.

(v) There is decrease in rainfall generally from East to West in the Northern plains.

Thus, it can be concluded that India has diverse climatic conditions.

**5** Evaluate spread of monsoon over the Indian sub-continent from Kerala to Jammu and Kashmir.

*Ans.* There is wide variation of amount, type and duration of monsoon in the Indian sub-continent.

**Variation in amount of Monsoon Rainfall**

- The Western coast (e.g. Kerala) and North-Eastern India receive very high rainfall (400 cm).
- Rainfall is less than 60 cm in Western Rajasthan, and adjoining parts of Gujarat, Haryana and Punjab.
- A third area of low precipitation (less than 20 cm) is around Leh in (Jammu and Kashmir).
- Rest of the country has moderate rainfall.

**Variation in type of Precipitation**

- In mountainous regions (parts of Jammu and Kashmir, Uttarakhand, etc), there is snowfall.
- In the rest of the country, precipitation occurs in the form of rainfall.

**Variation in duration of Monsoon**

- The Kerala coast is the first hit by monsoon whereas Western Rajasthan and adjoining parts of Gujarat and Punjab are last to receive.
- The retreating of monsoon takes place first from the area where it reaches last (i.e. Rajasthan, Gujarat, Punjab plain) and finally to leave from the Eastern coast.

**6** "Development of tropical cyclones is a distinguishing feature of monsoon". How do tropical cyclones affect the Indian Sub-continent?

*Ans.* Tropical cyclones are phenomena that occurs due to differences in pressure and temperature over land and ocean. It occurs during advancing monsoon as well as retreating monsoon (October-November).

*The effects of tropical cyclones on Indian-subcontinent can be seen through the following points*

- Tropical cyclones mostly affect the Eastern coastal regions of India.
- The thickly populated deltas of the Godavari, the Krishna and the Kaveri are frequently struck by tropical cyclones, which cause great damage to life and property.
- Torrential (abundant) rainfall (more than 30cm/h) associated with cyclones is another major cause of damages.
- Heavy rainfall is responsible for flood like situation in the coastal regions of India especially eastern coast (Odisha, West Bengal and so on).
- Heavy rainfall from tropical cyclones is usually spread over wide area and cause large scale soil erosion and weakening of embankments.
- Tropical cyclones are also responsible for rising of sea level near the coasts. As a a result, sea water inundates (overflow) low lying areas of coastal regions, drowning human beings and life stock and destroys everything on its way.

**7** Distinguish between advancing monsoon and retreating monsoon.

*Ans.* *The differences between advancing monsoon and retreating monsoon are as follows*

| Advancing Monsoon | Retreating Monsoon |
|---|---|
| Advancing monsoon falls between June-September. | Retreating monsoon falls between October and November. |
| It is a season of heavy rainfall. | It is a period of transition from hot rainy season to dry winter conditions. |
| The advance of monsoon is characterised by wet and dry spells of rainfall. The intervening spell of dryness is called 'Breaks' in monsoon. | The withdrawal of the monsoon is marked by clear skies and rise in temperature. The condition of high temperature and humidity leads to a phenomenon called 'October heat'. |
| During this season, most of the rainfall occurs by the South-West monsoon. | During this season, most of the rainfall is caused by the North-West monsoon and the tropical cyclones. |
| During this period, the low-pressure trough is strong. This trough attracts the South-West monsoon towards the Ganga plain. | As the low-pressure trough weakens, it is unable to draw the South-West monsoon. A high-pressure area develops in the North-West India. The North-West monsoon winds move from land towards the ocean. |

**8** Read the extract and answer the questions that follows:

The Monsoon, unlike the trades, are not steady winds but are pulsating in nature, affected by different atmospheric conditions encountered by it, on its way over the warm tropical seas. The duration of the monsoon is between 100-120 days from early June to mid-September. Around the time of its arrival, the normal rainfall increases suddenly and continues constantly for several days. This is known as the 'burst' of the monsoon, and can be distinguished from the pre-monsoon showers.

The monsoon arrives at the southern tip of the Indian peninsula generally by the first week of June. Subsequently, it proceeds into two–the Arabian Sea branch and the Bay of Bengal branch. The Arabian Sea branch reaches Mumbai about ten days later on approximately the 10th of June. This is a fairly rapid advance. The Bay of Bengal branch also advances rapidly and arrives in Assam in the first week of June. The lofty mountains causes the monsoon winds to deflect towards the west over the Ganga plains. By mid-June the Arabian Sea branch of the monsoon arrives over Saurashtra-Kuchchh and the central part of the country.

The Arabian Sea and the Bay of Bengal branches of the monsoon merge over the northwestern part of the Ganga plains.

Delhi generally receives the monsoon showers from the Bay of Bengal branch by the end of June (tentative date is 29th of June). By the first week of July, western Uttar Pradesh, Punjab, Haryana and eastern Rajasthan experience the monsoon. By mid-July, the monsoon reaches Himachal Pradesh and the rest of the country.

Withdrawal or the retreat of the monsoon is a more gradual process. The withdrawal of the monsoon begins in northwestern states of India by early September. By mid-October, it withdraws completely from the northern half of the peninsula. The withdrawal from the southern half of the peninsula is fairly rapid. By early December, the monsoon has withdrawn from the rest of the country.

The islands receive the very first monsoon showers, progressively from south to north, from the last week of April to the first week of May. The withdrawal, takes place progressively from north to south from the first week of December to the first week of January. By this time the rest of the country is already under the influence of the winter monsoon.

(i) Why is monsoon considered pulsating in nature?

*Ans.* Monsoon is considered pulsating in nature because monsoon winds are not steady winds and affected by different atmospheric conditions encountered by it.

(ii) Evaluate the characteristics of the two branches of the South-West Monsoon.

*Ans.* *Characteristics of the two branches of the South-West monsoon are*

(1) The Bay of Bengal branch
- This branch takes much of its moisture for rain from the Bay of Bengal.
- It advances rapidly and arrives in Assam and due to lofty mountains it deflects towards the west over the Ganga plain.

(2) The Arabian Sea branch
- This branch is fairly rapid as compared to the Bay of Bengal.
- It is responsible for good rainfall in the Northern plains of India.

EXAM PRACTICE

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(iii) Why is withdrawal of monsoon is considered a more gradual process in the Indian sub-continent?

Ans. *The withdrawal of monsoon is considered a more gradual process in the Indian Sub-Continent because*

- The withdrawal of monsoon begins in north western states of India by early September and by early December the monsoon has withdrawn from the mainland of India.
- On the other hand, in Islands of India this withdrawal starts from the first week of December to the first week of January.

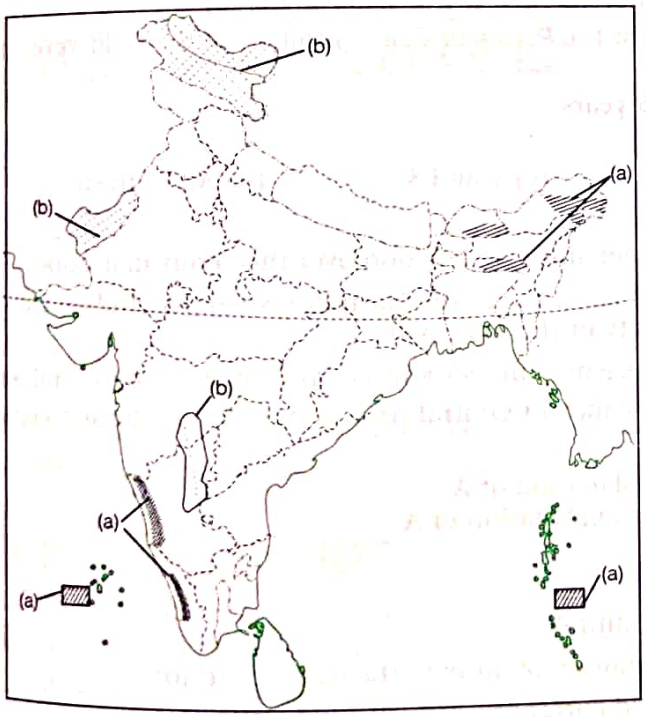
Thus, the withdrawal of monsoon takes five months to complete its process in the Indian-subcontinent.

## Map Based Question

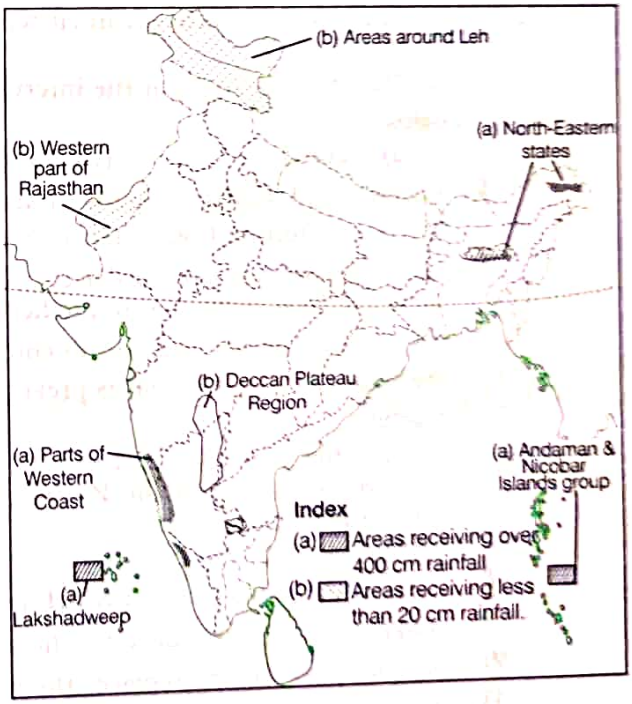
1 On an outline map of India, show the following

(*a*) Areas receiving over 400 cm rainfall

(*b*) Areas receiving less than 20 cm rainfall.




*Ans.*


(b) Areas around Leh
(a) North-Eastern states
(b) Western part of Rajasthan
(b) Deccan Plateau Region
(a) Parts of Western Coast
(a) Andaman & Nicobar Islands group
(a) Lakshadweep
Index
(a) Areas receiving over 400 cm rainfall
(b) Areas receiving less than 20 cm rainfall.

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# Self Assessment

## Objective Type Questions

1. Which state of India gets large portion of its rainfall during the months of October and November?
   (a) Himachal Pradesh (b) Punjab (c) Tamil Nadu (d) Assam
2. Which place in India receives monsoon by the end of June?
   (a) Punjab (b) Kerala (c) Delhi (d) Goa
3. The withdrawal of monsoon begins in which part of India by early September?
   (a) North-Western states (b) North-Eastern states
   (c) Western states (d) Eastern states
4. Which of the following statements is correct about El Nino?
   1. The El Nino phenomenon is a feature connected with the Southern Oscillation.
   2. In El Nino, a warm ocean current flows past the Peruvian Coast, in place of the Cold Peruvian current.
   3. The El Nino occurs at the interval of 2 to 5 years

   **codes**
   (a) 1 and 2 (b) 2 and 3 (c) 1 and 3 (d) All of these
5. Correct the following statement and rewrite:
   The Inter Tropical Convergence Zone in Summer shifts its position over the Peninsular Zone.
6. The differences in pressure over ..... and ..... in the Northern Australia (Indian Ocean, 12° 30°S/131°E) is computed to predict the intensity of the monsoons.
7. **Assertion** (A) The Indian sub-continent experiences milder winters as compared to Central Asia.
   **Reason** (R) The Himalayas prevent the cold winds of Central Asia from entering the sub-continent.
   **Codes**
   (a) A and R are true and R is the correct explanation of A
   (b) A and R are true but R is not the correct explanation of A
   (c) A is true, R is false
   (d) A is false, but, R is true
8. Name the regions of India which receive less rainfall.
9. What is the primary cause for the horizontal motion of air over the earth's surface?
10. Which ocean current replaces the Peruvian cold current?
11. Which town among Lucknow, Mumbai, Amritsar and Nagpur has an equable temperature?

## Short Answer (SA) Type Questions

12. Why do the Northern plains have higher range of temperatures than other areas of the world at the similar latitude as this region lies in the sub-tropical climatic belt? Give suitable reasons.
13. How does climate regulate the standard of living and food habits of people of the Indian sub-continent?
14. How will you differentiate between weather and climate?

## Long Answer (LA) Type Questions

15. Give five reasons for the uneven distribution of rainfall in India.
16. State the important differences between the South-West monsoon and the North-East monsoon by explaining four distinct features of each.

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CHAPTER

# 05

# Natural Vegetation and Wildlife

**Chapter Syllabus**

- Types of Vegetation
- Wildlife

India has varied types of **flora** and **fauna**. India is one of the twelve **mega bio-diversity countries** of the world.

## Natural Vegetation

It is the plant community which has grown naturally without human help. The natural vegetation, which is left undisturbed over a long period of time is called **virgin vegetation**. Thus, cultivated crops, fruits, orchards form part of vegetation but not natural vegetation. *Virgin vegetation are of two types*

(i) **Endemic or Indigenous Species** These plant species are originated in India.

(ii) **Exotic species** These plant species are originated outside India.

India has around 47,000 plant species. Due to this varied plant diversity, India occupies tenth place in the world and fourth in Asia continent.

India has around 15,000 flowering plants which account for 6% of the world's total number of the flowering plants. India also has many non-flowering plants. For eg. ferns, algae and fungi.

## Importance of Forests

- Forests play a major role in enhancing the quality of environment.
- Forests modify local climate, reduce soil erosion, regulate stream flow, provide raw material for industries and livelihood for many communities.
- Forests also offer panoramic or scenic view for recreation.
- Forests control wind force, temperature and cause rainfall.
- Forests also provide humus to soils and shelter to the wildlife.

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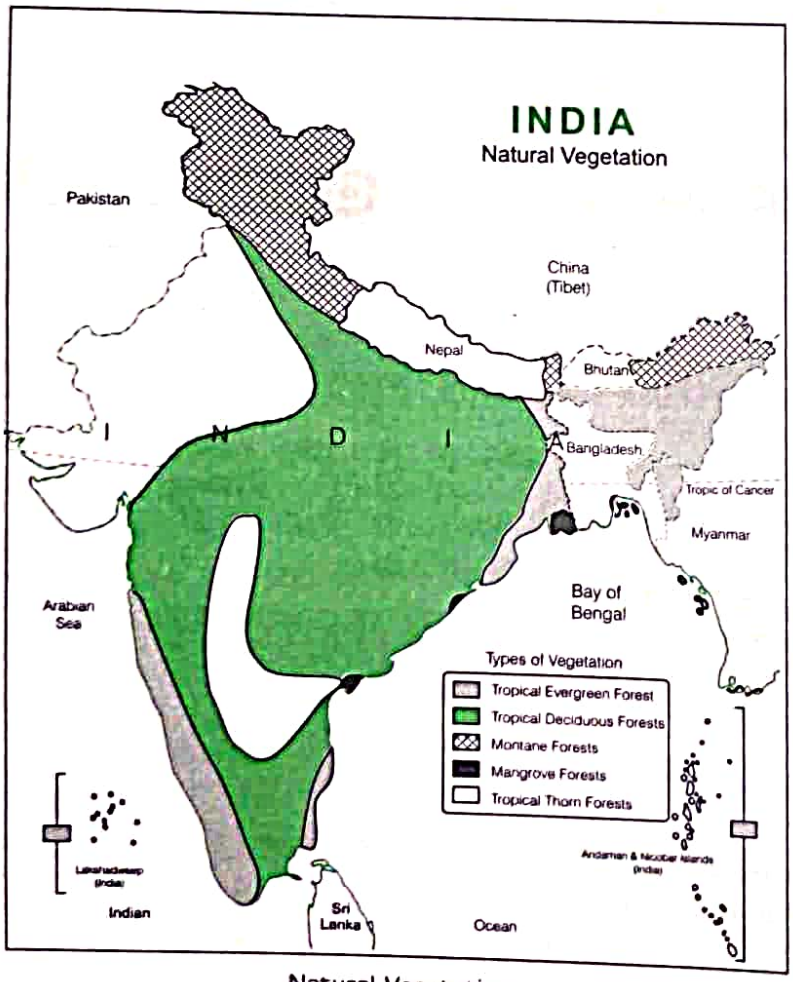
## Change in Nature of Vegetation in India

- Factors like growing demand for cultivated land, development of industries and mining, urbanisation and over-grazing of pastures have changed natural vegetation of India.
- The vegetation cover of India in large parts is no more natural in the real sense, except in some inaccessible regions like the Himalayas, the hilly region of Central India and the **Marusthali**[1] where vegetation is still natural.

## Types of Vegetation

*India has the following major types of vegetation*

1. Tropical Evergreen Forests
2. Tropical Deciduous Forests
3. Tropical Thorn Forests and Scrubs
4. Montane Forests
5. Mangrove Forests




Natural Vegetation

## 1. Tropical Evergreen Forests

These forests are found in heavy rainfall areas where the annual rainfall is over 200 cm with a short dry season. These are also called **tropical rainforests.**

Regions of these forests are the Western slopes of the Western Ghats, both groups of islands (Lakshadweep and Andaman and Nicobar Islands), upper parts of Assam and coasts of Tamil Nadu.

### Characteristics of Tropical Evergreen Forests

- These forests have abundant vegetation with tall trees (up to 60 m), creepers and bushes.
- These forests are found remain warm and wet throughout the year.
- The vegetation occurred in these forests is multilayered in structure.
- These forests appear green throughout the year.
- These forests shed their leaves at different times and have short dry season.
- Ebony, mahogany, cinchona, rubber and rosewood trees are useful commercial trees found here.
- Animals found in these forests include, elephants, monkey, lemur, deer, birds, bats, sloth, scorpions and snails. One horned rhinoceroses are found in the jungles of Assam and West Bengal.

## 2. Tropical Deciduous Forests

These forests are found where the annual rainfall is between 200 to 70 cm. These forests are the most abundant variety of forests in India. These forests are also called **monsoon forests.**

Trees of these forests shed their leaves for about 6 to 8 weeks in dry summer.

Lions, tigers, elephants, pigs and deer are common animals in these forests.

Besides these, many varieties of birds, lizards, snakes and tortoises are found here.

### Types of Tropical Deciduous Forests

On the basis of the availability of water, these forests are further divided into **moist** and **dry deciduous.**

1 **Marusthali** It is the desert, arid region.

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### Moist Deciduous

- Forests growing in annual rainfall areas between 100 and 200 cm are classified as **moist deciduous** forests.
- These forests are found mostly in the Eastern part of the country such as North-Eastern states, West Odisha, Jharkhand, Chhattisgarh, along the foothills of Himalayas and the Eastern slopes (leeward side) of the Western Ghats.
- Teak (most dominant species), bamboo, sal, shisham, sandalwood, khair, kusum, arjun and mulberry trees are found in these forests. These are commercially very important.

### Dry Deciduous

- Forests growing in annual rainfall areas between 70 and 100 cm are classified as **dry deciduous forests.**
- These forests are found in rainier parts of the Peninsular plateau and the plains of Uttar Pradesh and Bihar.
- There are open stretches in these forests in which Teak, sal, peepal and neem trees grow.
- Many parts of these forests have been cleared for agricultural activities and for grazing.

## 3. Tropical Thorn Forests and Scrubs

These forests are found in areas where the annual rainfall is less than 70 cm. These forests are found in North-Western part of the country including semi-arid areas of Gujarat, Rajasthan, Uttar Pradesh, Chhattisgarh, Haryana and Madhya Pradesh.

### Characteristics of Tropical Thorn Forests and Scrubs

- Trees in these forests are scattered and have long roots penetrating deep into the soil. It is helpful to get moisture from underground water.
- The stems of the trees in these forests are succulent to conserve water which help the trees to survive in arid climate.
- Leaves of the trees in these forests are mostly thick and small to minimise **evaporation**[2].
- These forests have scrubs and thorn forests in arid areas.
- Trees like acacia palms euphorbia and cactus are the main plant species of these forests.
- Fox, wolf, rats and mice, wild ass, horses, tiger, lion, camels and similar animals are found in these areas.

## 4. Montane Forests

In mountainous areas, the decrease in temperature with increasing altitude leads to the corresponding change in natural vegetation. These forests are found in mountainous areas of Jammu and Kashmir, Himachal Pradesh, Uttarakhand, Sikkim and Arunachal Pradesh.

The common animal like Kashmir stag, spotted dear, wild sheep, jack rabbit, Tibetan antelope, yak, snow leopard, squirrels, shaggy horn wild ibex, bear and rare red panda, sheep and goats with thick hair are found in these forests.

### Altitudinal Distribution of Montane Forests

- **Wet Temperate Forests** These forests are found at lower altitude between 1,000-2,000 m. Evergreen broad leaf trees such as oaks and chestnuts are prominent here.
- **Temperate Forests** These forests are found at the altitude between 1,500-3,000 m. Here coniferous trees like pine, deodar, silver fir, spruce and cedar are found. These forests cover mostly the Southern slopes of the Himalayas, places having high altitude in Southern and North-East India.
- **Temperate Grasslands** These grasslands are found at higher elevations.
- **Alpine Vegetation** These vegetation are found above 3,600 metres height in these forests. The common trees of these forests are silver fir, junipers, pines and birches. On the snow-line these forests are not found. Through shrubs and scrubs these forests merge into the Alpine grasslands.
- **Alpine Grasslands** These grasslands are used extensively for grazing by Nomadic tribes like the Gujjars and the Bakarwals.
- **Tundra Vegetation** Mosses and lichens are part of Tundra vegetation which are found at higher altitudes.

## 5. Mangrove Forests

These forests are found in coastal areas influenced by tides. Due to this fact, they are also called **tidal forests.** Dense mangroves are the common varieties in these forests and the roots of the mangroves are submerged under water.

These forests are found in the delta areas of the Ganga, Mahanadi, the Godavari, the Krishna and the Kaveri.

2 **Evaporation** It is the process by which water changes from liquid to a gas or vapour.

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In the **Ganga-Brahmaputra delta, Sundari trees** are found. These provide durable hard timber. Other trees are palm, coconut, keora, agar, etc.

**Royal Bengal Tiger** is the famous animal found in these forests. Other animals found here include the snakes, turtles, gharials and crocodiles.

## Medicinal Plants

India is known for its herbs and speices from ancient times. Some 2,000 plants have been described in Ayurveda and atleast 500 are in regular use. The World Conservation Union's Red List has named 352 medicinal plants of which 52 are critically threatened and 49 endangered.

*The commonly used plants in India are given in the table*

| Medicinal Plants | Features |
|---|---|
| **Sarpagandha** | It is used to treat blood pressure. It is found only in India. |
| **Jamun** | The juice from this ripe fruit is used to prepare vinegar, which is carminative and diuretic and has digestive properties. The powder of the seed is used for controlling diabetes. |
| **Arjun** | The fresh juice of its leaves is a cure for earache. It is also used to regulate blood pressure. |
| **Babool** | Its leaves are used as a cure for eye vision. Its gum is used as a tonic. |
| **Neem** | It has high antibiotic and antibacterial properties. |
| **Tulsi** | It is used to cure cough and cold. |
| **Kachnar** | It is used to cure asthma and ulcers. Its buds and roots are good for digestive problems. |

### Check Point 01

1. An example of non-flowering plants is ..... .
2. Multilayered vegetation is occurred in ..... .
3. What is the dominant species of moist deciduous forest?
4. Where do temperate forests found in India?
5. Red Panda is found in which type of forest?
6. The fresh juice of ..... plant is a cure for earache.

## Wildlife

India is rich in its fauna (animal life). India has approximately 90,000 animal species. The country has about 2,000 species of birds. They constitute 13% of the total world's stock.

There are 2,546 species of fish, which account for nearly 12% of the world's stock. It also shares between 5% and 8% of the world's amphibians, reptiles and mammals.

## Distribution of Wildlife in India

The existence of animals in our country varies from place to place.

*The following points show distribution of wildlife in India*

- The elephants are found in the hot wet forests of Assam, Karnataka and Kerala.
- One-horned rhinoceroses are found in swampy and marshy lands of Assam and West Bengal.
- Wild ass and camels are found in arid areas of the Rann of Kachchh and the Thar desert, respectively.
- India is the only country in the world that has both tigers and lions. **Indian lion** is found in the **Gir Forest** in Gujarat. The Gir Forest is the last remaining habitat of the Asiatic lion.
- Tigers and leopards are found in the forests of Madhya Pradesh, the Sundarbans of West Bengal and the Himalayan region.
- The Himalayas have a range of animals, which can survive in extreme cold.
- Yak, the shaggy horned wild ox (weighing around 1 tonne) the Tibetan antelope, the bharal (blue sheep), wild sheep and the *kiang* (Tibetan wild ass) are found in high altitudes in Ladakh.
- The ibex, bear, snow-leopard and rare red panda are found in certain areas.
- Turtles, crocodiles and gharials are found in the rivers, lakes and coastal areas. Gharial is the only representative of a variety of crocodile, found in the world today.
- Peacocks, pheasants, ducks, parakeets, cranes and pigeons are some of the birds found in the forests and wetlands of the country.
- Indian bison, *nilgai* (blue bull), *chousingha* (four horned antelope), gazel and different species of deer are some other animals found in different places of India. It also has several species of monkeys.
- The wetlands of India are home to many migratory birds such as siberian crane, flamingo, etc. These places are Rann of Kachch and places where desert merges with the Sea.

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## Loss of Ecosystem

Every species has a role to play in the ecosystem, thus, its conservation is essential for environment.

Due to excessive exploitation of the plants and animal resources by human beings, the ecosystem has been disturbed. About 1,300 plant species are endangered and 20 species are extinct.

*The main causes of threat to ecosystem are*

- Hunting by greedy hunters for commercial purposes.
- Pollution due to chemical and industrial waste, acid deposits.
- Introduction of alien species.
- Reckless cutting of the forests to bring land under cultivation and habitation.

## Governmental Steps for Protection of Flora and Fauna

To protect animals and plants life, the government has taken many steps.

*Some of these are as follows*

(i) Eighteen **biosphere reserves**[3] have been set-up in the country to protect flora and fauna. Ten out of these, the Sundarbans, Nanda Devi, the Gulf of Mannar, the Nilgiris (Kerala, Karnataka and Tamil Nadu), Nokrek, Great Nicobar, Manas, Simplipal, Pachmarhi and Achanakmar Amarkantak have been included in the world network of biosphere reserves.

**Eighteen Bio-reserves**

| | |
|---|---|
| 1. Sundarbans | 10. Simlipal |
| 2. Gulf of Mannar | 11. Dihang-Dibang |
| 3. Nilgiri | 12. Dibru Saikhowa |
| 4. Nanda Devi | 13. Agasthyamalai |
| 5. Nokrek | 14. Kangchendzonga |
| 6. Great Nicobar | 15. Pachmarhi |
| 7. Manas | 16. Achanakmar-Amarkantak |
| 8. Rawn of Kachchm | 17. Cold Desert |
| 9. Seshachalam | 18. Panna |

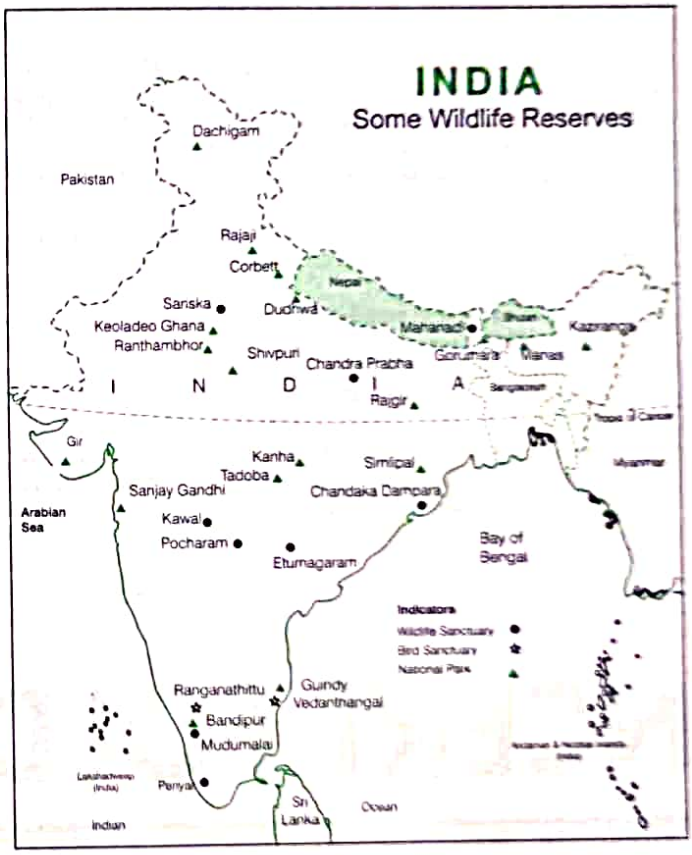
(ii) Financial and technical assistance is provided to many botanical gardens by the government since 1992.

(iii) Many other eco-developmental projects have been introduced such as **Project Tiger, Project Rhino, Project Great Indian Bustard**, etc.

(iv) Wildlife Protection Act was implemented in 1972 in India.

(v) 101 **national parks**[4], 535 **wildlife sanctuaries** and zoological gardens are set-up to take care of natural heritage.

Inspite of all these steps, it is must to realise the importance of the natural ecosystem for our own survival. Then only indiscriminate destruction of natural environment will be put to an immediate end.




Wildlife Reserves

## Check Point 02

1. Around ..... species of fishes are found in India.
2. What is the habitat for one-horned rhinoceros?
3. What is the name of the only representative of a variety of crocodile, that is found in India?
4. When did Wildlife Protection Act implemented in India?
5. There are ..... national parks and ..... wildlife sanctuaries in India.

3 **Biosphere Reserves** These are the areas where plant and animal species are protected. They are created so that this natural heritage can be transmitted to future generations.

4 **National Park** It is an area of country side, or occasionally sea or fresh water, protected by the state for the protection of wildlife.

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# SUMMARY

- India is one of the 12 mega biodiversity countries of the world.
- Natural vegetation is the plant community which has grown naturally without human help.
- Natural vegetation which is left undisturbed over a long period of time is called **virgin vegetation**.
- The type of virgin vegetation which are purely Indian origin are called **Endemic** or **Indigenous species**.
- The virgin vegetation which are originated outside India is called **exotic species**.
- Forests play a major role in enhancing quality of environment.
- India has major types of vegetation such as tropical evergreen forests, tropical deciduous forests, tropical thorn forest and scrubs, montane forests and mangrove forests.
- **Tropical Evergreen forests** are found in heavy rainfall areas where the annual rainfall is over 200 cm with a short dry-season.
- Tropical deciduous forests are found where the annual rainfall is between 200 to 70 cm. These forests are the most abundant variety of forests in India.
- The **thorn forest and scrubs** are found in areas where the annual rainfall is less than 70 cm.
- In mountainous areas, the decrease in temperature with increasing altitude leads to the corresponding change in natural vegetation.
- Montane forests have different types of vegetation such as wet temperate forests, temperate grasslands, alpine grasslands, alpine vegetation and tundra vegetation.
- Mangrove forests are found in coastal areas influenced by tides. Due to this fact, they are also called tidal forests. Sundari is an important mangrove tree.
- India is rich in its fauna (animal life). India has approximately 90,000 animal species. The country has about 2000 species of birds. They constitute 13% of the total world's stock.
- The **Wildlife Protection Act** in India was implemented in 1972.
- Every species has a role to play in the ecosystem, thus, its conservation is essential for environment.
- To protect animals and plants life, the government has taken many steps. Such as setting up of eighteen biosphere reserves, 103 national parks, 535 wildlife sanctuaries and zoological gardens in India.
- Wildlife Protection Act was implemented in 1972 in India.
- Financial and technical assistance is provided to many botanical gardens by the government since 1992.
- Many other eco-developmental projects have been introduced such as Project Tiger, Project Rhino, Project Great Indian Bustard, etc.
- Government of India has taken many steps to protect plants and animals such as – setting up of national parks, biosphere reserves etc, introduction of different projects to conserve critically endangered species e.g. Project tiger, Project rhino etc. We all should be aware of the fact that natural ecosystem is very important for our survival.

# NCERT FOLDER

## Intext Questions

### *On Page 43*

**1** Why are the Southern slopes in the Himalayan region covered with thick vegetation cover as compared to the Northern slopes of the same hills?

*Ans.* The Southern slopes are covered with thick vegetation as compared to the Northern slopes because the Southern slopes of the Himalayas receive more rain due to the South-West monsoon winds and also receive adequate amount of sunlight. Whereas the Northern slopes do not receive such rainfall.

**2** Why have the Western slopes of the Western Ghats covered with thick forests and not the Eastern slopes?

*Ans.* Western slopes of the Western Ghats are covered with thick forests and not the Eastern slopes because the Western slopes of the Western Ghats get much heavier rainfall than the Eastern slopes.

Moisture laden air moves Eastwards across the Western Ghats during the monsoon season. After striking the Western slope of Western Ghat, it causes heavy rainfall there.

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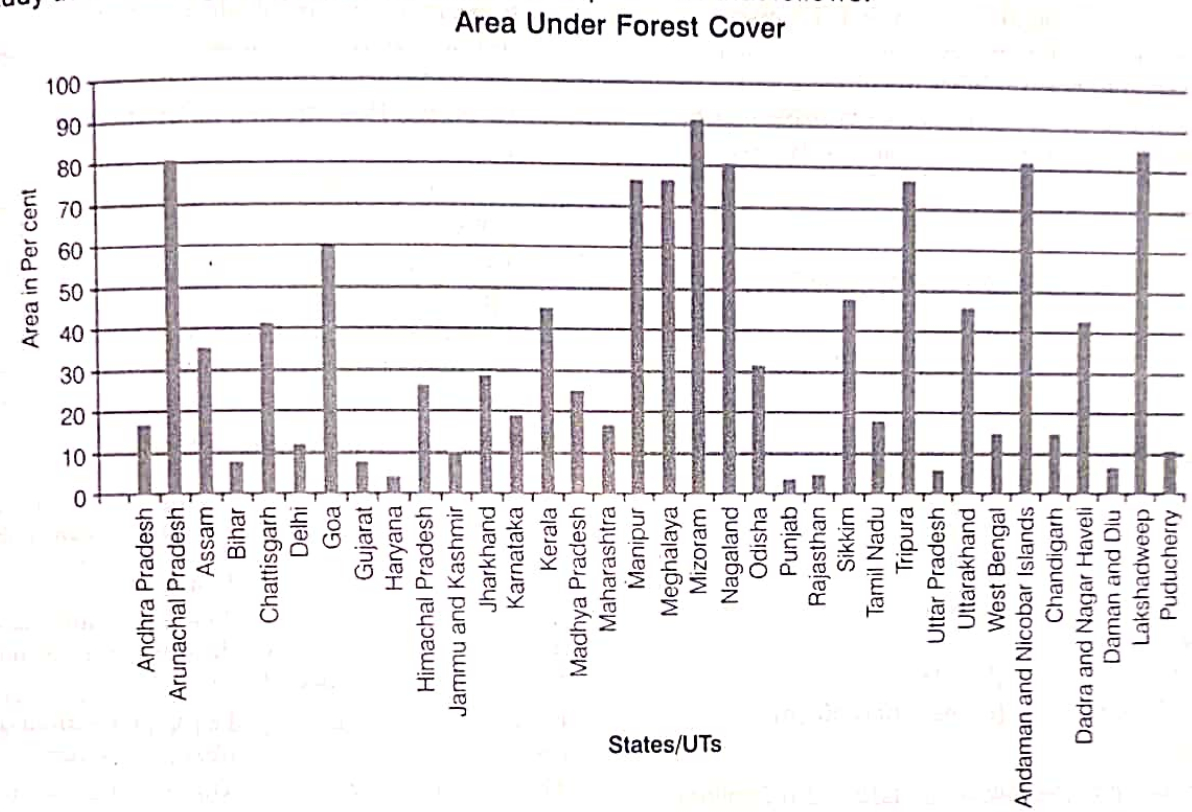
3 Study the following bar graph and answer the questions that follows.




(a) Name the state having maximum area under forest cover.

(b) Name the union territory having minimum area under forest cover and why?

*Ans.* (a) Mizoram (more than 90%) is the state having maximum area under forest cover.

(b) Daman and Diu is the union territory having minimum forest cover area. This is because it has sandy area spread over 516.70 hectare of mainland and plantations raised on coastal stretches are very instrumental in arresting coastal erosion.

## Let's Discuss *On Page 47*

4 (a) What will happen if plants and animals disappear from the Earth's surface?

(b) Can human beings survive under such a situation?

(c) Why is bio-diversity necessary and why should it be conserved?

*Ans.* (a) If the plants and animals disappear from the Earth's surface, then the ecological balance will be disturbed. Without plants, there will be no oxygen available for breathing and after sometime everybody will die.

(b) No, human being can not survive in such a situation. It is because all plants and animals species including humans are interdependent.

(c) **Necessity of Bio-diversity** Bio-diversity is necessary as it is a fundamental part of the Earth's life support system. It encompasses the diversity of all living things, from human beings to microorganisms. It supports many basic natural services for humans, such as fresh water, fertile soil, clean air, pollination of flowers and crops, clean-up our wastes, etc.

**Need for Conservation of Bio-diversity** Bio-diversity is needed to be conserved as plays a vital role in regulating natural processes such as the growth of plants, the mating seasons of animals and even weather systems. It provides food for humans as about 80% of our food supply comes from just 20 kinds of plants and many kinds of animals are also used as food. Besides, medicines, building materials, fibres, dyes, gums, adhesives, rubber and oil, all are derived directly or indirectly from biological sources.

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Additionally, it is directly involved in recycling nutrients, providing fertile soils and also gives leisure, cultural and aesthetic value to humans. Thus, it is our responsibility to conserve and maintain our bio-diversity in a sustainable manner, as without it, we would not be able to survive.

## Exercises

**1** Choose the right answer from the four alternatives given below.

(*i*) To which one of the following types of vegetation does rubber belong to?
(*a*) Tundra
(*b*) Tidal
(*c*) Himalayan
(*d*) Tropical evergreen

*Ans.* (*d*) Tropical evergreen

(*ii*) Cinchona trees are found in the areas of rainfall more than
(*a*) 100 cm (*b*) 50 cm
(*c*) 70 cm (*d*) less than 50 cm

*Ans.* (*a*) 100 cm

(*iii*) In which of the following state is the Simlipal bio-reserve located?
(*a*) Punjab (*b*) Delhi
(*c*) Odisha (*d*) West Bengal

*Ans.* (*c*) Odisha

(*iv*) Which one of the following bio-reserves of India is not included in the world network of bio-reserve?
(*a*) Manas
(*b*) Nilgiri
(*c*) Gulf of Mannar
(*d*) Nanda Devi

*Ans.* (*a*) Manas

**2** Answer the following questions briefly.

(*i*) *What factors are responsible for the distribution of plants and animals in India?

*Ans.* *The various factors responsible for the distribution of plants and animals (flora and fauna) in India are*
(*a*) Relief features including land and soil type.
(*b*) Climate, which includes temperature, photoperiod (Sunlight) and precipitation.
(*c*) Ecosystem

(*ii*) What is a bio-reserve? Give two examples.

*Ans.* Bio-reserves are sites established by countries and recognised under UNESCO's Man and the Biosphere (MAB) Programme. They are established to promote sustainable development based on local community efforts and sound scientific principles.
*Two examples of bio-reserves are*
(i) Nanda Devi located in Uttarakhand.
(ii) Gulf of Mannar located in Tamil Nadu.

(*iii*) Name two animals having habitat in tropical and montane type of vegetation.

*Ans.* Animals having habitat in Tropical type of vegetation are elephants, monkeys, rats, etc. Animals having habitat in Montane type of vegetation are spotted deer, Kashmir stag, antelope and so on.

**3** Distinguish between

(*i*) Flora and fauna.

*Ans.* *Differences between flora and fauna are as follows*

| Flora | Fauna |
|---|---|
| The term 'flora' is used to denote plants species of a particular region or period. | The term 'fauna' is used to denote species of animals. |
| Flora remains at one place. | Fauna moves from one place to another. |
| About 47,000 plant species are found in India. | About 90,000 species of animals are found in India. |
| They make their food by photosynthesis. | They cannot make their own food. Herbivore animals are dependent on flora for food and some are dependent on other animals for food. |

(*ii*) Tropical evergreen and deciduous forests.

*Ans.* *Differences between tropical evergreen and deciduous forests are*

| Tropical Evergreen Forests | Tropical Deciduous Forests |
|---|---|
| They grow in areas of heavy rainfall, i.e. 200 cm and above. | They grow in areas receiving rainfall between 200 and 70 cm. |
| There is no definite time for trees to shed their leaves. | The trees shed their leaves for about 6 to 8 weeks in the dry summer. |
| Ebony, mahogany, rosewood, rubber and cinchona are the important trees of these forests. | Teak, bamboo, sal, shisham, sandalwood, khair, kusum, arjun, peepal and neem are the important trees of these forests. |

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| Tropical Evergreen Forests | Tropical Deciduous Forests |
|---|---|
| Common animals found in these forests are elephants, monkeys, lemur, deer and the one-horned rhinoceros. | Common animals found in these forests are lion, tiger, deer and elephant. |
| Plenty of birds, bats, sloth, scorpions and snails are also found in these forests. | A huge variety of birds, lizards, snakes and tortoises are found in these forests. |
| These forests are found in areas of the Western Ghats and the island group of Lakshadweep, Andaman and Nicobar, upper parts of Assam and the Tamil Nadu coast. | These forests are found mostly in the Eastern part of India, North-Eastern states along the foothills of the Himalayas, Jharkhand, Odisha, Chhattisgarh, on the Eastern slopes of Western Ghats, Madhya Pradesh, Bihar and Uttar Pradesh. |
| These forests have a variety of vegetation such as tall trees, creepers, bushes etc. | These forests are divided into dry deciduous and moist deciduous forests. |

**4** Name different types of vegetation found in India and describe the vegetation of high altitudes.

*Ans.* *The different types of vegetation found in India are*

(*i*) Tropical Evergreen or Rainforests

(*ii*) Tropical Deciduous or Monsoon Forests

(*iii*) Tropical Thorn Forests and Scrubs

(*iv*) Montane Forests

(*v*) Mangrove Forests or Tidal Forests

The types of vegetation found at the high altitudes is montane forest. There is a succession of natural vegetation belts, as per successive change in altitude.

*Altitudinal variation of Montane forest are*

(*i*) **Wet Temperate Forests** At lower altitude between 1,000-2,000 m, wet temperature forests are found. Evergreen broad leaf trees such as oaks and chestnuts are prominent here.

(*ii*) **Temperate Forest** At the altitude between 1,500-3,000 m, temperate forests are found. Here coniferous trees like pine, deodar, silver fir, spruce and cedar are found. These forests cover mostly the Southern slopes of the Himalayas, places having high altitude in Southern and North-East India.

(*iii*) **Temperate Grasslands** These are found at higher elevations. Alpine vegetation are found above 3,600 metres height. The coomon trees of these forests are silver fir, junipers, pines and birches. On the snow- line these forests are not found. Through shrubs and scrubs these forests merge into the Alphine grasslands.

(*iv*) **Alpine Grasslands** These grass are used extensively for grazing by Nomadic tribes like the Gujjars and the Bakarwals.

(*v*) **Tundra Vegetation** Mosses and lichens are part of tundra vegetation which are found at higher altituders.

**5** Quite a few species of plants and animals are endangered in India. Why?

*Ans.* Endangered species of plants and animals are those which face the danger of getting extinct. About 1300 plant species are endangered and 20 species are extinct.

*The main causes for this endangerment of plants and animals species are*

(*i*) Hunting by greedy hunters for commercial purposes.

(*ii*) Pollution due to chemical and industrial wastes, acid deposits, etc.

(*iii*) Increasing population.

(*iv*) Reckless cutting of plants and trees to bring land under cultivation, expanding industrialisation and habitation, etc.

(*iv*) Introduction of alien species causing imbalance in the ecosystem.

**6** *Why has India a rich heritage of flora and fauna?

*Ans.* *India has a rich heritage of flora and fauna due to following reasons*

**Different types of topography/relief** India has all the major physical features like mountains, plains, deserts, plateaus, island, etc. These relief features support different kinds of vegetation and a variety of wildlife.

For example, fertile lands are used for growing crops, vegetables and fruits. Undulating and rough surfaces generally develop either into grasslands or woodlands.

**Different types of Soil** The soils also vary from place to place. Different kinds of soils provide basis for different kinds of vegetation.

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For example, deltaic and wet marshy soil, will sustain mangrove forests. The slopes of hills with some depth of soil have conical trees. The sandy soils of desert sustain cactus and thorny bushes.

**Different types of climatic conditions**
These include temperature, photoperiod (Sunlight) and (Boldface) precipitation.

**Temperature** Temperature along with humidity in the air, precipitation and soil determine the nature and extent of flora and fauna of a region.

It is seen that as the climate gets colder due to fall in temperature with height, it affects the nature, type and growth of vegetation of a place.

For example, on the slopes of the Himalayas and the hills of the Peninsula above the height of 915 m, the fall in temperature affects the types of vegetation and its growth. Here the vegetation changes from tropical to sub-tropical, temperate and alpine vegetation.

**Photoperiod (Sunlight)** The amount and duration of sunlight is known as photoperiod. There is a variation in duration of sunlight due to differences in latitude, altitude, season and duration of the day.

In summer season plant growth is faster due to longer duration of sunlight. For example, the Southern slopes of the Himalayas are covered with thicker vegetation than the Northern slopes due to more availability of sunlight.

**Precipitation** Areas of heavy rainfall always have denser vegetation than other areas with lesser rainfall. For example, the South-West monsoon rains on the Western slopes (windward side) of the Western Ghats, thus, causes a heavy growth of tropical evergreen forests there. On the other hand, the Eastern slopes (leeward side) do not have any such forests. Thus, we can say that India has got a rich heritage of flora and fauna.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

1 ..... refers to a plant community which has grown naturally without any human aid and has been left undisturbed by human for a long time.
(a) Forest (b) Natural vegetation
(c) National Park (d) None of these

*Ans.* (b) Natural vegetation

2 Which type of forests are restricted to heavy rainfall areas of the Western Ghats and the island group of Lakshadweep and Andaman & Nicobar?
(a) Tropical deciduous forests
(b) Tropical evergreen forests
(c) Mangrove forests
(d) Montane forests

*Ans.* (b) Tropical evergreen forests

3 How much rainfall is being received by the tropical evergreen forests?
(a) 180 cm (b) 150 cm
(c) 200 cm (d) 300 cm

*Ans.* (c) 200 cm

4 The trees of which of the following forests reach the height up to 60 metres or even above?
(a) Montane forests
(b) Mangrove forests
(c) Tropical deciduous forests
(d) Tropical evergreen forests

*Ans.* (d) Tropical evergreen forests

5 Some of the commercially important trees like ebony, mahogany, rosewood, rubber and cinchona are found in which of the following forests?
(a) Tropical evergreen forests
(b) Montane forests
(c) Mangrove forests
(d) Tropical deciduous forests

*Ans.* (a) Tropical evergreen forests

6 Which type of forest is also known as monsoon forest and spread over the region receiving rainfall between 200 cm and 70 cm?
(a) Tropical deciduous forests
(b) Tropical evergreen forests
(c) Tropical thorn forests and scrubs
(d) Mangrove forests

*Ans.* (a) Tropical deciduous forests

7 Which is a rare animal found in montane forests?
(a) Wild sheep (b) Yak
(c) Red panda (d) Tiger

*Ans.* (c) Red panda

8 One-horned rhinoceros is found in the jungles of
(a) Jharkhand and Odisha
(b) Chhattisgarh and Madhya Pradesh
(c) Assam and West Bengal
(d) Uttar Pradesh and Haryana

*Ans.* (c) Assam and West Bengal

9 Which among the following animals is a type of deer found in India?
1. Gazel
2. Kashmir Stag
3. Chousingha

**Codes**
(a) 1 and 2 (b) Only 3
(c) 1 and 3 (d) All of these

*Ans.* (d) All of these

10 Arrange the following types of montane forests according to their altitude/elevation.
1. Temperate forests
2. Alpine vegetation
3. Wet temperate forests
4. Temperate grasslands

**Codes**
(a) 3, 1, 4, 2 (b) 4, 1, 2, 3
(c) 1, 2, 3, 4 (d) 4, 1, 3, 2

*Ans.* (a)

### Match the Following

11

| List I (Forests types) | List II (Annual rainfall) |
|---|---|
| A. Tropical Evergreen Forests | 1. Less than 70 cm |
| B. Moist Deciduous Forests | 2. 70 to 100 cm |
| C. Dry Deciduous Forest | 3. 100 to 200 cm |
| D. Tropical Thorn Forests and Scrups | 4. More than 200 cm |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 4 | 3 | 2 | 1 |
| (c) | 5 | 3 | 1 | 2 |

| | A | B | D | D |
|---|---|---|---|---|
| (b) | 2 | 4 | 3 | 1 |
| (b) | 3 | 2 | 1 | 4 |

*Ans.* (a)

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| List I (Forests types) | List II (Tree Species) |
|---|---|
| A. Tropical Evergreen Forests | 1. Rescued |
| B. Tropical Deciduous Forests | 2. Teak |
| C. Thorn Forests and Scrub | 3. Palms |
| D. Montane Forests | 4. Pine |

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Codes

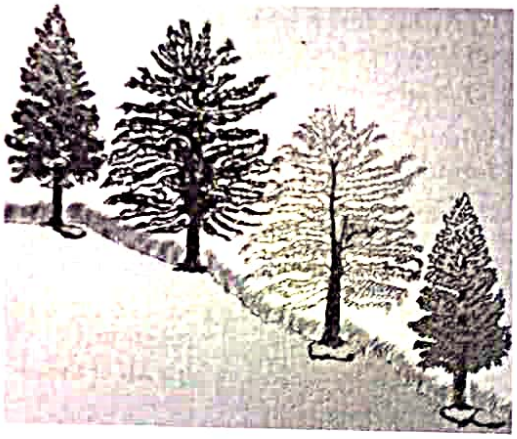
| | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 |
| (c) | 3 | 4 | 1 | 2 |

| | A | B | D | D |
|---|---|---|---|---|
| (b) | 4 | 3 | 2 | 1 |
| (b) | 1 | 4 | 3 | 2 |

*Ans.* (a)

## Picture Based Questions

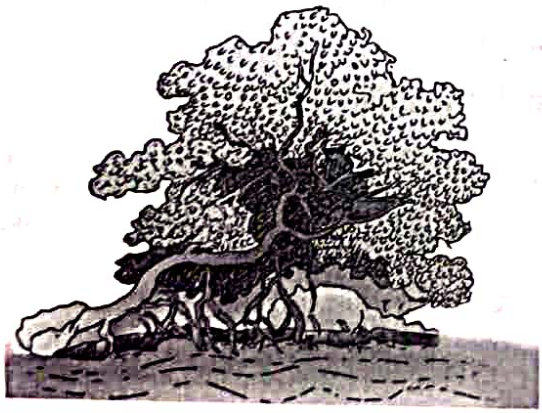
**13** Which one of the following options best signifies this type of forests?



(a) Tropical Evergreen Forest
(b) Tropical Deciduous Forests
(c) Tropical Thorn Forests and Scrubs
(d) Montane Forests

*Ans.* (d) Montane Forests

**14** Which one of the following options best signifies this type of forests?



(a) Tropical Evergreen Forests
(b) Mangrove Forests
(c) Montane Forests
(d) Tropical Deciduous Forests

*Ans.* (b) Mangrove Forests

## Fill in the Blanks

**15** ..... biosphere reserves have been set up in India to protect flora and fauna of the country.

*Ans.* Eighteen.

**16** The term ..... is used to denote plants of a particular region.

*Ans* Flora

## Correct and Rewrite

**17** The term flora is used to denote the species of animals of a particular region or period.

*Ans.* The term fauna is used to denote the species of animals of a particular region or period.

**18** Thorn and scrub type of forests are found in areas with less than 100 cm annual rainfall.

*Ans.* Thorn and scrub type of forests are found in areas with less than 70 cm annual rainfall.

## Assertion/Reason

**19** **Assertion** (A) In mountainous regions a variety of natural vegetation is found.
**Reason** (R) Temperature decreases with increase in altitude.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

**20** **Assertion** (A) Trees in Tropical thorn forests have long roots deep into the soil.
**Reason** (R) Long roots are helpful to get moisture from underground water.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

## Very Short Answer Questions

**21** Which plant out of algae, fungi, ferns and orchids is a flowering plants?

*Ans.* Only orchid is a flowering plant, while remaining are the non-flowering plants.

**22** State one characteristic of forests.

*Ans.* Forests give humus to soil, control soil erosion and regulate the flow of water.

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**23** What are the climatic conditions of tropical evergreen forests?

*Ans.* The climatic conditions of tropical evergreen forests are high temperature and heavy rainfall (above 200 cm per year).

**24** What kinds of commercially important trees are found in tropical evergreen forests?

*Ans.* The commercially important trees found in tropical evergreen forests are ebony, mahogany, rosewood, rubber and cinchona.

**25** What kinds of forests are found in the areas with annual rainfall between 100 and 200 cm?

*Ans.* Tropical moist deciduous type of forests are found in the areas with annual rainfall between 100 and 200 cm.

**26** Sal trees are found in forests with what amount of annual rainfall?

*Ans.* Sal trees are found in forests with annual rainfall between 70 and 200 cm.

**27** What are the common animals found in thorn and scrub forests?

*Ans.* In thorn and scrub forests, the common animals found are rats, mice, rabbits, foxes, wolves, tigers, lions, wild ass, horses and camels.

**28** Sundari tree is an example of which type of natural vegetation?

*Ans.* Sundari tree is an example of mangrove forests.

**29** Which trees out of coconut, cactus, acacia and cinchona are found in mangrove forests?

*Ans.* Only coconut trees are found in mangrove forests. Cactus and acacia are found in thorn forests, while cinchona trees are found in tropical evergreen forests.

**30** What is the main medicinal use of the Sarpagandha plant?

*Ans.* The main medicinal use of the Sarpagandha plant is to treat high blood pressure.

**31** Which medicinal plant has both anti-bacterial and anti-biotic properties?

*Ans.* The neem plant has both anti-bacterial and anti-biotic properties.

**32** What is the term used for a species if it is introduced to another environment?

*Ans.* The term exotic species is used for a species if it is introduced to another environment.

**33** Name the biosphere reserves which have been included in the World Network of Biosphere Reserves.

*Ans.* The Sunderbans, Nanda Devi, Nilgiri, Nokrek, Great Nicobar, Manas, Simpipal, Pachmarhi, Achanakmar- Amarkantak and Gulf of Mannar are the biosphere reserves which have been included in the World Network of Biosphere Reserves.

**34** In which state is Gir forest located?

*Ans.* Gir forest is located in Gujarat state of India.

**35** How will you define a sanctuary?

*Ans.* A sanctuary is an area designated for the protection of wild animals.

## Short Answer (SA) Type Questions

**1** What is meant by vegetation? How much natural is the natural vegetation of India today?

*Ans.* Natural vegetation refers to a plant community which has grown naturally without human aid and has been left undisturbed by humans for a long time.

*Today, natural vegetation has not been left natural anymore because of the following reasons*

(*i*) Various new species of plants are raised in laboratories. These are planted to get better results.

(*ii*) Human interference is continuously increasing day by day. This is deteriorating the quality of nature and is harmful for humans too.

**2** Explain any three characteristics of tropical evergreen forests.

*Ans.* *Three characteristics of tropical evergreen forests are*

(*i*) The trees reach a great height upto 60 m or even above. Trees are tall, thick and have vigorous growth.

(*ii*) As the region is warm and wet throughout the year, it has a luxuriant vegetation of all kinds- trees, shrubs and creepers giving it a multilayered structure.

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(iii) There is no definite time for trees to shed their leaves, as such these forests appear green all the year round.

**3** In which region are the thorny forests and scrubs found in India? Mention any two characteristics of such type of vegetation.

Or Explain any three features of the thorn forests and scrubs.

*Ans.* Thorny forests and scrubs are found in the North-Western part of the country including semi-arid areas of Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Uttar Pradesh and Haryana.

*Characteristics of the thorn forests and scrubs are as follows*

(i) Trees are scattered and have long roots penetrating (pass into or through) deep into the soil in order to get moisture.

(ii) The stems are succulent (Juicy) to conserve water.

(iii) Leaves are mostly thick and small to minimise evaporation.

**4** How has the vegetation of thorn forests adapted to the climate?

*Ans.* The Thorn forests are found in the region with less than 70 cm rainfall.

*The adaptive features of vegetation of thorn forests are*

(i) Roots are long which can penetrate deep into the soil to get moisture.

(ii) Stems are succulent to conserve water.

(iii) Leaves are thick to minimise evaporation.

**5** In which part of India, mangrove forests are found? Mention two characteristics of these forests.

or Explain any three features of mangrove forests.

*Ans.* Mangrove forests are found in the Ganga-Brahmaputra delta, Krishna, Kaveri, Godavari and Mahanadi delta.

*Characteristics of these forests are as follows*

(i) The mangrove forests are found in the areas of coasts influenced by tides. Mud and Silt get accumulated on such coasts.

(ii) Roots of these plants remain submerged under water.

(iii) The tree species can tolerate high salt concentration.

(iv) Roots develop aerial root for sucking oxygen.

**6** Name the natural habitat of the following animal species.

(i) Elephant (ii) one-horned Rhinoceros
(iii) Camels (iv) Indian Lion
(v) Tigers (vi) Yak

*Ans.* (i) **Elephant** Hot wet forests of Assam, Karnataka and Kerala.

(ii) **One horned Rhinoceros** Swampy, marshy lands of Assam and West Bengal

(iii) **Camels** Thar Deserts

(iv) **Indian Lion** Gir forest

(v) **Tigers** Forest of Madhya Pradesh, the Sundarbans (West Bengal) and Himalayan Region

(vi) **Yak** Ladakh

**7** Mention any four uses of biosphere reserve.

*Ans.* *Uses of biosphere reserves are*

(i) In each bio-sphere reserve, the core aim is to preserve wildlife, the flora and the fauna in their natural forms.

(ii) The surrounding zone would be utilised for research and experimentation in developing forests and other products.

(iii) Biosphere reserves help to ensure the environmental, economic and social sustainability of the region, by encouraging wise use of natural and human resources.

(iv) They provide practical ways to resolve land use conflicts and to protect biological diversity.

**8** How many National Parks and wildlife sanctuaries have been set-up by the government to take care of natural heritage of India? Why have these been established by the government?

*Ans.* To take care of natural heritage of India, government has set-up 101 national parks and 535 wildlife sanctuaries.

*Reasons for establishing national parks and wildlife sanctuaries are*

(i) To protect the natural ecosystem of our flora and fauna.

(ii) To prevent the indiscriminate destruction of natural environment.

**9** How can community and government go hand in hand to protect the wildlife? Explain with example.

*Ans.* The major threat to the wildlife is posed by the human being. Various human activities like hunting, pollution, cutting down of forests etc have led to extinction of some of the wildlife. By being a part of

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government initiatives, community can go hand in hand with government in conservation programme.

*For example,*

- Community can conduct awareness programme about wildlife preservation.
- Community can promise individual not to indulge in hunting or cutting down trees.
- Community can report to police if any one violates laws regarding wildlife is found.
- Stop buying products made by skins and horns of animals.

**10** What are the differences between moist deciduous and dry deciduous forests?

*Ans. Differences between moist deciduous and dry deciduous forests are as follows*

| Moist Deciduous Forests | Dry Deciduous Forests |
|---|---|
| They are found in areas with annual rainfall between 100 and 200 cm. | They are found in areas with annual rainfall between 70 and 100 cm. |
| Teak, bamboo, sal, shisham, sandalwood, khair, kusum, arjun and mulberry trees are found in these forests. | Teak, sal, neem and peepal trees are found in these forests |
| These forests have not been cleared much. | Large areas of these forests have been cleared for cultivation and grazing. |
| They cover about 34% of India's forested area. | They cover about 30% of India's forested area. |

**11** How are thorn forests different from mangrove forests?

*Ans. Thorn forests and mangrove forests are different in the following ways*

| Thorn Forests | Mangrove Forests |
|---|---|
| These are found in areas with annual rainfall less than 70 cm. | These are found in the delta regions of rivers and are not dependent on amount of rainfall. |
| Babool, kikar, palm, cactus and acacia trees/bushes are found here. | Sundari, palm, coconut, keora and agar trees are found here. |
| These are found in most of Rajasthan, Northern part of Gujarat and in some areas of Uttar Pradesh, Haryana and Deccan Plateau. | These are found in the coastal delta regions (delta areas of rivers on the East coast of India). |
| They have lack of moisture. | These have adequate moisture as these are submerged under water. |

**12** "Survival of man is at stake if we do not conserve our rich fauna." Justify the statement.

*Ans.* It is true that survival of man is at stake if we do not conserve our rich fauna, because animals play a major role in our life.

They provide us milk and milk products. Also, during drought season, they help us in cultivating and ploughing the fields. The fish is nutritive too and provides us rich proteins. Besides, many insects help in pollination of crops and fruit trees. So, every species has a role to play in the ecosystem. Hence, we have to take some effective measures to conserve these resourceful species.

**13** Read the sources given below and answer the questions that follows

**Source A Biodiversity**

We have selected our crops from a bio-diverse environment, i.e., from the reserve of edible plants. We also experimented and selected many medicinal plants. The animals were selected from large stock provided by nature as milch animal. They also provided us draught power, transportation, meat and eggs. The fish provide nutritive food.

(i) How insects help in biodiversity?

**Source B Plant Species**

Every species has a role to play in the ecosystem. Hence, conservation is essential. As has been mentioned earlier due to excessive exploitation of plant and animal resources by human beings, the ecosystem has been disturbed. About 1,300 plant species are endangered and 20 species are extinct. Quite a few animal species are also endangered and some have become extinct.

(ii) What are the main causes of ecological imbalance?

**Source C Reserved Area**

Eighteen biosphere reserves have been set up in the country to protect flora and fauna. Ten out of these, the Sundarbans Nanda Devi, the Gulf of Mannar, the Nilgiri, Nokrek, Great Nicobar, Manas, Simlipal, Pachmarhi and Achanakmar-Amarkantak have been included in the world network of biosphere reserves.

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(iii) Which biosphere reserves of India are not included in the biosphere reserves of the world?

**Ans.** (i) Many insects help in pollination of crops, fruit and trees.

(ii) The main causes of ecological imbalance are degradation of land and soil erosion, deforestation, faulty utilisation of water resources, environmental problems from faulty mining practices and industrial and atmospheric pollution.

(iii) The biosphere reserves of India that are not included in the biosphere reserves of the world are Dihang-Dibang, Dibru Saikhowa, Agasthyamalai, Kangchendzonga, Kachchh, Cold Desert, Seshachalam and Panna.

## Long Answer (LA) Type Questions

**1** How do forests play a productive role? Explain.

or Why are forests very important to human beings and the environment around them? Explain.

**Ans.** *For the following reasons, forests are very important to human beings and the environment around them*

(*i*) Forests modify local climate, control soil erosion and regulate stream flow.

(*ii*) Forests support a variety of industries, provide livelihood for many communities. These also offer panoramic or scenic view for recreation.

(*iii*) Forests control wind force, temperature and cause rainfall.

(*iv*) Forests provide humus to the soil and shelter to the wildlife.

(*v*) Forests help us to keep our environment clean and pollution free. For example, by preventing dust from entering into the air, absorbing carbon dioxide and releasing fresh oxygen.

(*vi*) Forests stop rainwater from flowing fast and hold it so that it could percolate down to enrich the ground water level (water table).

**2** "India is rich in its fauna." Explain the statement with example.

**Ans.** India is a vast country with variety of life forms. The various climatic and relief factors have contributed to its biodiversity.

*The richness of India's faunal (animal) species can be explained by following examples*

(*i*) India has about 90,000 species of animals. It includes elephants, rhinoceros, wild ass, camel, yak, bisons, antelope, leopard etc. It is also the only country in the world that has both tigers and lions.

(*ii*) India also has colourful bird life. It has about 2000 species of birds. These include peacocks, pheasants, ducks, parakeets, cranes and pigeon.

(*iii*) India has around 12% of world fish stock (about 2,546) which includes both fresh and marine water species.

(*iv*) India has 5-8% of world's amphibians, reptiles and animals. The reptiles include turtles, crocodiles and gharials. Gharial is the only representative of a variety of crocodile, found in the world today.

Thus, we can conclude that India is rich in its fauna.

**3** "In mountainous area, there is change in natural vegetation due to decrease in temperature." Justify by giving examples from different zones.

**Ans.** *The following examples justify the given statement*

(*i*) Between the heights of 1,000 and 2,000 m, wet temperate type of forests are found. Evergreen broad-leaf trees such as oaks and chestnuts predominate here.

(*ii*) Between 1,500 and 3,000 m, temperate forests containing coniferous trees like pine, deodar, silver fir, spruce and cedar are found.

(*iii*) At high altitudes, generally more than 3,600 m above the sea-level, temperate forests and grasslands give way to the alpine vegetation. Silver fir, junipers, pines and birches are the common trees of these forests.

(*iv*) At higher altitudes, mosses and lichens form part of tundra vegetation.

Thus, it can be concluded that in mountainous area there is change in natural vegetation due to decrease in temperature.

**4** "The main reason for the dwindling wildlife resources in India is hunting by greedy hunters." Support the statement and suggest some steps to overcome this threat.

**Ans.** India is rich in diverse heritage of floral and faunal life. This rich biodiverssity is put under threat due to their excessive exploitation by human beings.

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The ecological disturbance created by human has caused 1,300 plants species to become endangered and about 20 species to become extinct.

Quite a few animals species are also endangered and some have become extinct. The main reason for the dwindling wildlife resources in India is hunting by greedy hunters. The hunter kills valuable fauna like Rhinoceros, Tigers, etc. due to high demand for their products.

*Steps that can be taken to stop these threats are*

(*i*) Make people aware for the protection and conservation of wildlife. This can be done by making them to realise the importance of wildlife.

(*ii*) Strict enforcement of law's and greater punishment and fines for violator of such laws.

(*iii*) Inclusion of wild life conservation in school curriculum.

(*iv*) Involving community in the process of conservation e.g. community forestry, social forestry etc.

(*v*) Providing employment opportunities to local youth as tourist guide, forest guide etc.

(*vi*) Providing shares of forest products to the local community in return for their efforts in protection and conservation of wildlife.

**5** Read the extract and answer the questions that follows

These are the most widespread forests of India. They are also called the monsoon forests and spread over the region receiving rainfall between 200 cm and 70 cm.

Trees of this forest type shed their leaves for about six to eight weeks in dry summer.

On the basis of the availability of water, these forests are further divided into moist and dry deciduous. The former is found in areas receiving rainfall between 200 and 100 cm. These forests exist, therefore, mostly in the Eastern part of the country — Northeastern states, along the foothills of the Himalayas, Jharkhand, West Odisha and Chhattisgarh, and on the Eastern slopes of the Western Ghats.

Teak is the most dominant species of this forest. Bamboos, sal, shisham, sandalwood, khair kusum, arjun and mulberry are other commercially important species. The dry deciduous forests are found in areas having rainfall between 100 cm and 70 cm. These forests are found in the rainier parts of the peninsular plateau and the plains of Bihar and Uttar Pradesh. There are open stretches, in which teak, sal, peepal and neem grow. A large part of this region has been cleared for cultivation and some parts are used for grazing. In these forests, the common animals found are lion, tiger, pig, deer and elephant. A huge variety of birds, lizards, snakes and tortoises are also found here.

(i) Why do tropical deciduous forests shed their leaves for about six to eight weeks in summer?

(ii) Why are moist deciduous forest found mostly in the Eastern part of India? Name the important species found in these forests.

(iii) Infer the important features of dry deciduous forests.

*Ans.* (*i*) Tropical deciduous forests shed their leaves for about six to eight weeks in summer. It is because the weather is hot and dry during summer season (March and April). Due to high temperature the leaves get dried up and the lack of moisture causes the trees to shed their leaves for about 6-8 weeks during March and April. Besides this, these forests are found in areas having prolonged dry season with heavy rainfall.

(*ii*) Moist deciduous forests are found mostly in the Eastern part of India because this region receives 100 to 200 cm annual average rainfall, which is suitable for such type of forests.

These regions are North-Eastern states, West Odisha, Jharkhand, Chhattisgarh, foothills of Himalayas and the Eastern slopes of the Western Ghats.

*Important species of moist deciduous forests are*

(a) Teak is the most dominant species of this forest.

(b) Other commercially important species are bamboos, sal, shisham, sandalwood, khair, kusum, arjun and mulberry.

(*iii*) *Important features of dry deciduous forest are as follows*

(a) Forests growing in annual rainfall areas between 70 to 100 cm are classified as dry deciduous forests.

(b) These are found in rainier parts of the peninsular plateau and the plains of Uttar Pradesh and Bihar.

(c) There are stretches, in which teak, sal, peeple and neem grow.

(d) A large part of this region has been cleared for cultivation and some parts are used for grazing.

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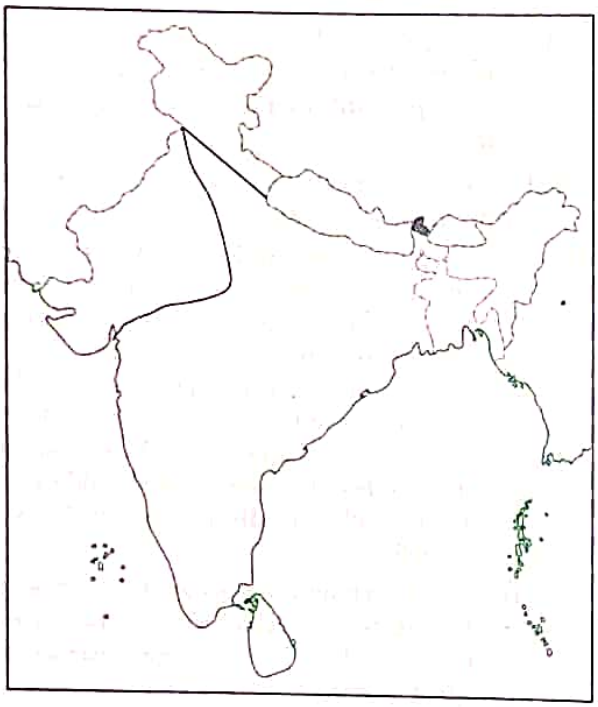
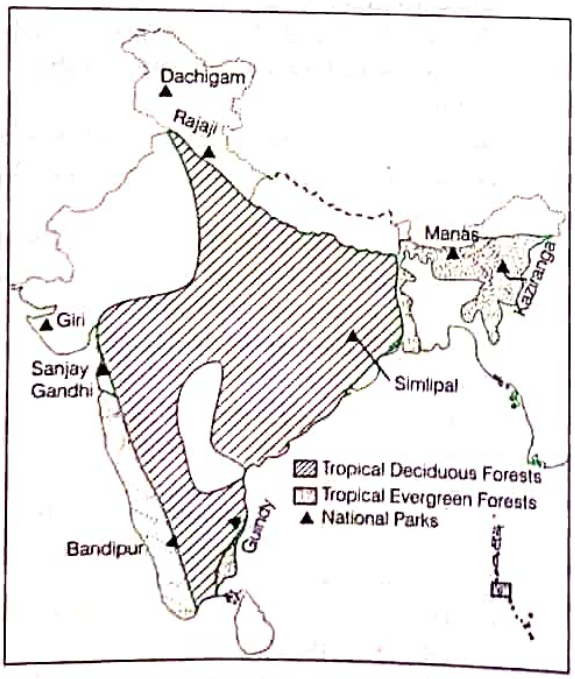
# Map Based Questions

**1** On the given outline map of India, locate and label the following: **NCERT**

(*i*) Areas of evergreen forests
(*ii*) Areas of dry deciduous forests
(*iii*) Two national parks in Northern, Southern, Eastern and Western parts of the country

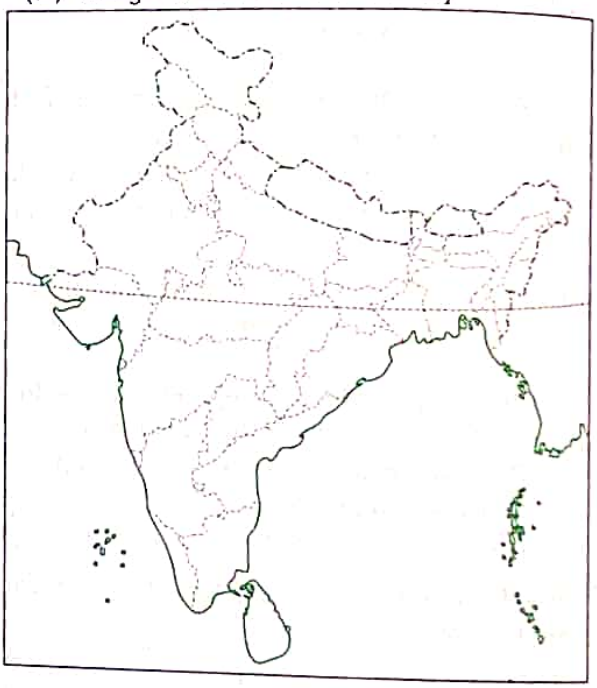


*Ans.*

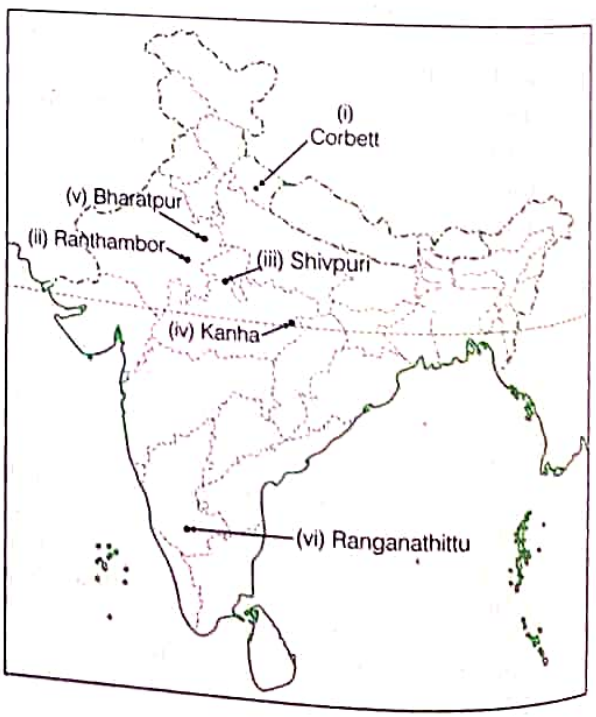



**2** On the given outline map of India locate and label any four of the following

(*i*) Corbett National Park
(*ii*) Ranthambor National Park
(*iii*) Shivpuri National Park
(*iv*) Kanha National Park
(*v*) Bharatpur Bird Sanctuary
(*vi*) Ranganathittu Bird Sanctuary



*Ans.*




EXAM PRACTICE

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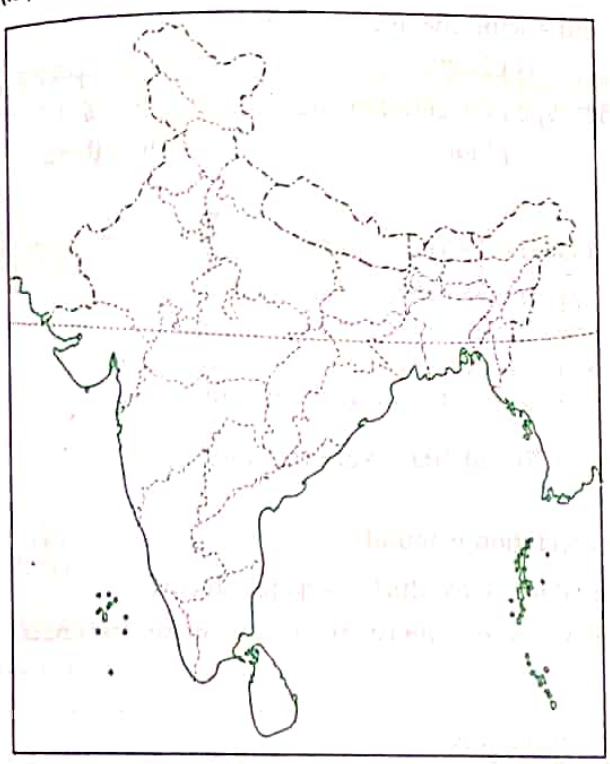
**3** On the given outline map of India, label the following features.

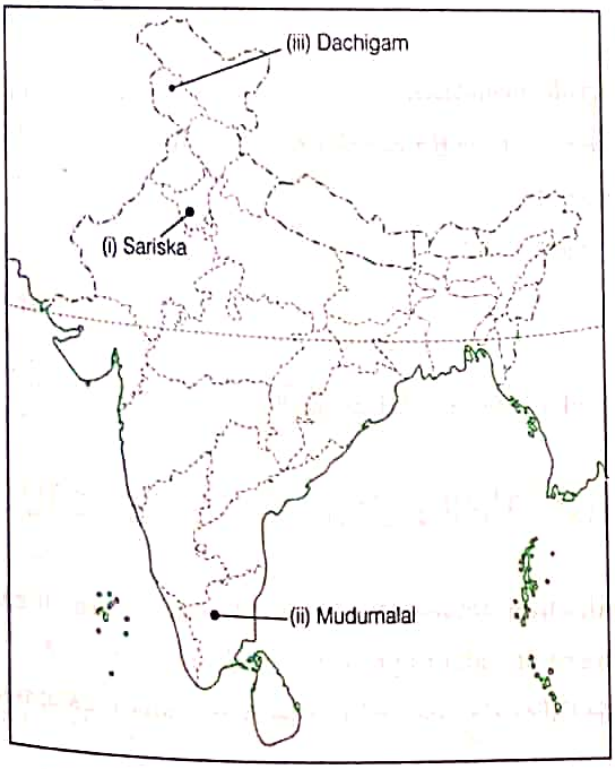
(*i*) Sariska Wildlife Sanctuary

(*ii*) Mudumalai Wildlife Sanctuary

(*iii*) Dachigam Wildlife Sanctuary



*Ans.*

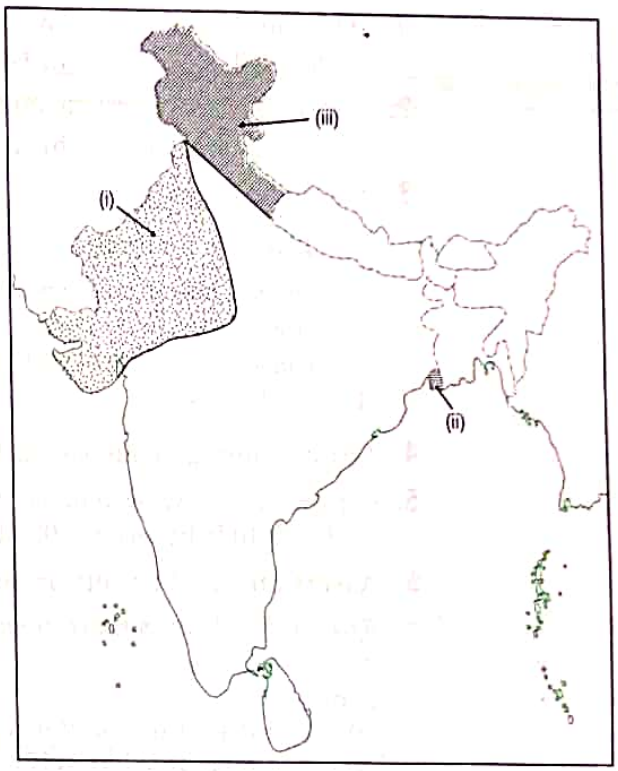



**4** On the given outline map of India identify the following types of forests.

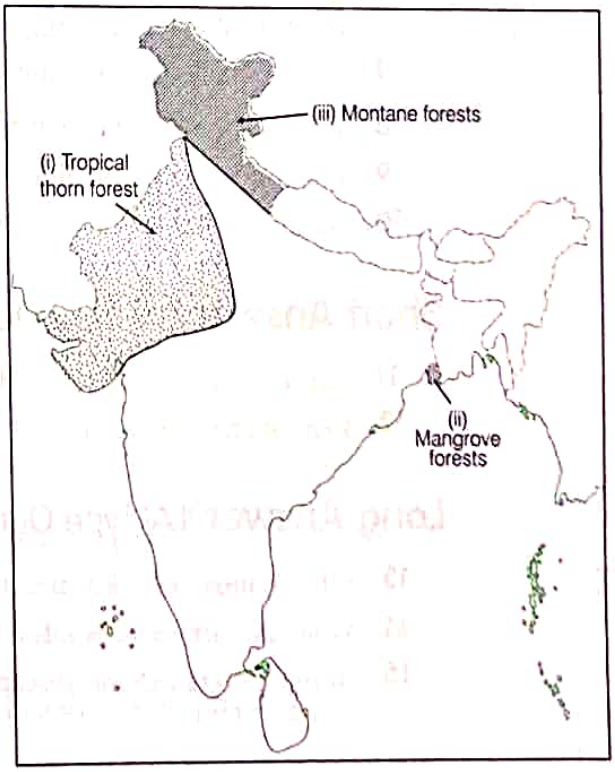
(*i*) Tropical thorn forests

(*ii*) Mangrove forests.

(*iii*) Montane forests




*Ans.*



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# Self Assessment

## Objective Type Questions

1. Which of the following plays a major role in enhancing the quality of environment?
   (a) Rainfall (b) Forests (c) Fauna (d) None of these
2. A very large ecosystem on land having distinct type of vegetation and animal life is called
   (a) natural vegetation (b) ecosystem (c) biome (d) All of these
3. Match the Following.

| List I (Forest types) | List II (Characteristics) |
|---|---|
| A. Tropical Evergreen Forests | 1. Appear green all the year round |
| B. Tropical Deciduous Forest | 2. Shed leaves for 6-8 weeks in summer. |
| C. Tropical Thorn Forest and Scrubs | 3. Stems of trees are succulent to conserve water. |
| D. Mangrove Forest | 4. Change in natural vegetation with height. |

4. Forests growing in annual rainfall areas between 70 and 100 cm are classified as ..... .
5. Correct the following statement and rewrite.
   At the altitude between 1500-3000 m, alpine vegetation is found.
6. **Assertion** (A) The Southern slopes of the Himalayas have thicker vegetation cover.
   **Reason** (R) The Southern slopes to the Himalayas receive more rain and adequate amount of sunlight.
   **Codes**
   (a) A and R are true and R is the correct explanation of A
   (b) A and R are true but, R is not the correct explanation of A
   (c) A is true, but R is false
   (d) A is false, but R is true
7. Give example of trees found in thorny and scrub vegetation.
8. Which type of vegetation is found in deltaic region? Give list of trees found there.
9. How virgin vegetation differs from natural vegetation?
10. Which vegetation is known as purely Indian vegetation?

## Short Answer (SA) Type Questions

11. Why does India have such a diverse variety of plant species and wildlife?
12. Explain any three features of montane forests.

## Long Answer (LA) Type Questions

13. Why do migratory birds travel to India in winter from thousands of kilometres away? Give reasons.
14. What are various steps taken by the Government of India to protect wildlife in India?
15. 'Tropical evergreen forests cannot be commercially exploited' why? Also give climatic conditions and distribution of these forests.

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CHAPTER

# 06

# Population

People are the nation's most valuable resource. A well-educated healthy population provides potential power to the nation. The people are important to develop the economy and society, they make resources and use them.

In India, the census provides us with the information relating to the population of our country. A census is an official enumeration (numbering) of population done periodically.

The first census in India (Partial) was done in 1872, but, the **first complete census was taken in 1881**. The census is done every ten years in India. The Indian census is the most comprehensive source of demographic (relating to population), social and economic data. *The three major aspects concerned about population are as follows*

(i) **Size and Distribution of Population** It refers to the total number of people in the country and where they are located.

(ii) **Population Growth and Processes of Population Change** It refers to how the population has grown and changed in its composition in a period of time.

(iii) **Characteristics or Qualities of the Population** It refers to age, sex-ratio, literacy levels, occupational structure, health conditions of people.

**Chapter Syllabus**

- Population Size and Distribution
- Population Growth and Processes of Population Change

## Population Size and Distribution

The arrangement or a spread of people of a country in different places is called population distribution. Size of population and its distribution can be studied by absolute numbers and population distribution according to the density.

## India's Population Size and Distribution by Numbers

- As per 2011 Census, population of India stood at 1,210.6 million, which is 17.5 per cent of the total world population. It is unevenly distributed over the country's vast area of 3.28 million sq km, which is 2.4% of the world's area.
- In India, **Uttar Pradesh** with 199 million people has the **highest population** (about 16 per cent of the country's population) and **Sikkim** with 0.6 million people has the **lowest population** (about 0.05 per cent of the country's population).

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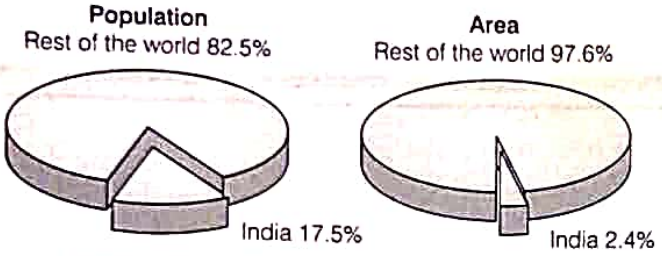
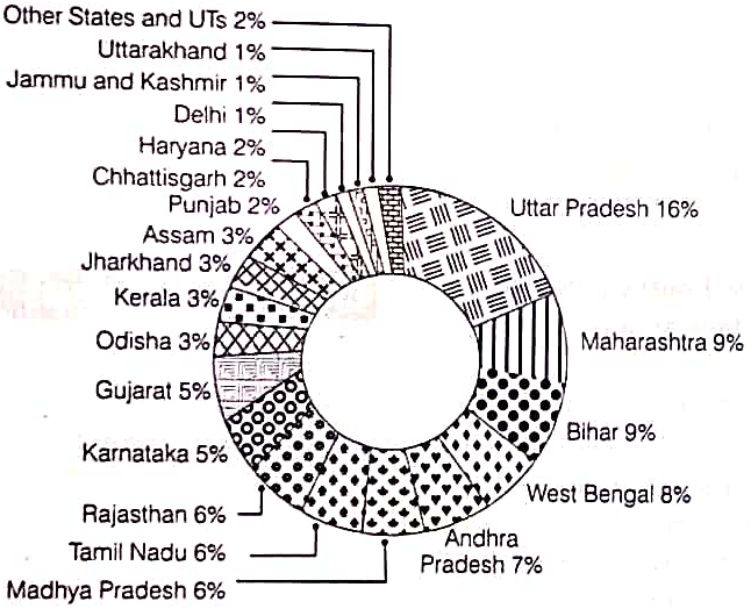
- Almost half of India's population lives in just five states comprising Uttar Pradesh, Maharashtra, Bihar, West Bengal and Andhra Pradesh.
- Rajasthan which is the largest state in terms of area accounts for only 5.5 % of the total population of India.




India's share of world's area and population




Distribution of Population in India

## India's Population Distribution by Density

**The number of people living per unit area (sq km) in an area (state or country) is called population density of that area.**

After Bangladesh and Japan, India is the third most densely populated country.

India's population density in 2011 was 382 persons per sq km. **Bihar has the highest density of 1102 persons per sq km and Arunachal Pradesh has the lowest density of 17 persons per sq km.**

*On the basis of population density whole country is divided into three regions*

(i) **High Population Density States** These states are characterised by flat plains with fertile soils and abundant rainfall. For example, states of the Northern plains like Uttar Pradesh Bihar, West Bengal and Kerala in the South.

(ii) **Moderate Population Density States** These states are characterised by hilly dissected and rocky nature of terrain, moderate to low rainfall, shallow and less fertile soil. For example, Assam in the North-East and most of the Peninsular states such as Maharashtra, Andhra Pradesh and Karnataka.

(iii) **Low Population Density States** These states have low population density below 250 persons per sq km. These states are characterised by rugged terrain (mountainous and desert) and unfavourable climatic conditions. For example, Arunachal Pradesh, Sikkim, Jammu and Kashmir etc.

**Check Point 01**

1 The first complete census in India was held in the year .....
2 India accounts for ..... % of world's population.
3 The population density of India in 2011 was ..... person/sq km.
4 Name a state of India having very high density of population.

## Population Growth and Processes of Population Change

The characteristics of population such as the number of people, distribution and composition change consistently.

## Population Growth

**The change in the number of people of a country or state during a specific period of time is called growth of population.**

Population growth is calculated at an interval of 10 years in India. The change in population growth can be expressed either in terms of absolute numbers or in terms of annual growth rate. *These are discussed below*

- **Absolute Increase of Population** It is the absolute number of people added each year or in each decade in the population. It is obtained by simply subtracting the earlier population (e.g. that of 2001) from the later population (e.g. that of 2011).
- **Annual Growth Rate of Population** It is the rate at which the number of individuals in a population increase in an year as compared to the population of the previous year (base year). It is expressed in terms of per cent per annum. For example, a rate of increase of 2% per annum means that there was an increase of 2 persons for every 100 persons in the base population.

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### Population Growth in India Since Independence

- India's population has increased from 361 million in 1951 to 1210 million in 2011.
- Since the year 1981, the rate of growth of population started declining gradually (2.22% in 1981 to 2.16% in 1991 and 1.97% in 2001). During this period, the birth rates declined rapidly.
- Despite declining growth rate of population 182 million people got added to the population from 1990-1999. This was the **largest annual addition of people** in Indian population.
- India has a very large population and even when a low annual rate is applied to a very large population, it still leads to a large increase in the number of people.
- At this growth rate, India may overtake China in 2045 to become the most populous country in the world.

## Processes of Population Change/Growth

The three processes that influence the change of population are birth rate, death rate and migration. The natural increase of population is determined by the difference between birth rates and death rates. It is also known as growth rate of population. *The three processes are discussed below*

### Birth Rate

- **The number of live births per thousand persons in a year is called birth rate.**
- In India, birth rate has been always higher than the death rate.

### Death Rate

- **The number of deaths per thousand persons in a year is called death rate.**
- In India, there has been a rapid decline in death rates which led to increased rate of growth of the Indian population.

### Trend of Population Growth Due to Birth Rate and Death Rate

- Till 1980, high birth rates and declining death rates resulted into high rate of population growth.
- Since 1981, due to government efforts and increased awareness, the birth rate also started to decline, resulting in gradual decline in the population growth rate.

### Migration

- It is the movement of people across regions and territories.
- The movement of people within the country (from one place to another) is called **internal migration.**
- Internal migration does not change the population size of a country but it changes the population distribution of an area.
- The movement of people from one country to other is called **international migration.**
- International migration changes population size of the country as well as population distribution.

### Migration Pattern in India

- In India, most of the migrations have been from rural areas to urban areas. *This is due to the following factors*
  - **Push Factors** These include poverty and unemployment in rural areas.
  - **Pull Factors** These include increased employment opportunities and better living conditions in urban places.
- Migration is also an important factor contributing to population change. It changes the population size.
- It also changes the composition of population in urban and rural areas in terms of age and sex-composition.
- Rural-urban migration has resulted in a continuous increase in the percentage of population in cities and towns.
- The urban population has increased from 17.29% of the total population in 1951 to 31.80% in 2011.
- There has been a significant increase in the number of **million plus cities**[1] from 35 to 53 in just one decade, i.e. from 2001 to 2011.

**Check Point 02**

1 Population change is influenced by births, deaths and ..... .
2 Change in the number of inhabitants in a country during specific period is known as ..... .
3 What kind of migration takes place when a poor farmer from Bihar moves to Delhi in search of work?
4 Internal migration leads to change in the ..... of population in a country.

## Characteristics of the Population

The characteristics of population are determined by age composition, sex composition occupation structure, literacy levels and health conditions of the population.

[1] **Million plus cities** Cities in India with population of one million (10 Lakh) or more included in this category.

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## Age Composition

**The number of people in different age groups in a country is called its age composition.** It is one of the most basic characteristics of a population.

A person's needs and his/her capacity to perform is influenced by age composition.

*The number and percentage of population in the following three age groups is important in determining the social and economic structure of a population*

### Children (Generally below 15 years)

- They are economically unproductive and need to be provided with food, clothing, education and medical care.
- This group comprises of about 34.4% of the total population of India.

### Working Age (15-59 years)

- They are economically and biologically reproductive. They comprise the working population.
- This group comprises of 58.7% of the total population of India.

### Aged (Above 59 years)

- They can be economically productive though they may have retired.
- They may be working voluntarily but they are not available for employment through recruitment.
- This group comprises of 6.9% of the total population of India.

## Sex Ratio

The sex ratio is the number of females per 1000 males in the population.

In India, sex ratio has always been unfavourable to females due to reasons of tradition and unethical actions of people.

The sex ratio is an important social indicator to measure the level of inequality between the males and females in a society at a given time.

As per Census 2011, average sex ratio for India is 943 females per 1000 males which was 946 in 1951. As per Census 2011, the sex ratio of Kerala is 1084 females per 1000 males.

Puducherry has sex ratio of 1038 females for every 1000 males, Delhi has sex ratio of 866 females per 1000 males and Haryana has sex ratio of 877 females per 1000 males.

## Literacy Rate

According to Census 2011, person aged 7 years or above, who can read and write with understanding, in any language, is treated as a literate.

The number of literates as a percentage of total population determines the literacy rate of a country.

Literacy is an important quality of a population. If a citizen is literate, he/she can make more intelligent choices and also engage in research and development for his/her country. Low levels of literacy is a barrier for economic development of a country.

Although there has been a regular increase in literacy rates in the country but, rural literacy still significantly lags behind urban literacy. Female literacy in the country is still lower than male literacy.

According to Census 2011, literacy rate in the country is (74.04%) female literacy rate is 64.6% and male literacy rate is 80.9%.

## Occupational Structure

It is the distribution of population according to various types of occupation. The occupations are usually categorised into primary, secondary and tertiary occupations. *These are discussed below*

- **Primary occupations** are those which are based on the use of natural resources. These include agriculture, fishery, forestry, mining, quarrying, etc.
- **Secondary occupations** are those in which the extracted natural resources are processed into products for use. These include manufacturing, refining, building and construction, etc.
- **Tertiary occupations** are those which support the primary and secondary occupations by providing services. These include transportation, communications, commerce, administration, legal services, etc.
- The percentage of population that is engaged in any occupation and economically active is an important measure of development in a country.

### Pattern of Working Population

- The proportion of people working in different activities vary in developed and developing countries.
- The most of the population of developing countries are working in primary occupations, whereas the most of the population of developed countries are working in secondary and tertiary occupations.
- In India, about 64% of the total population is engaged in agriculture.

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- The proportion of population dependent upon secondary and tertiary sector is 13% and 20%, respectively.
- Due to industrialisation and urbanisation in recent times, a significant shift towards secondary and tertiary occupations has occurred.

## Health

It is an important component of population. It affects the process of development in a country.

Life expectancy at birth[2] has improved from 36.7 years in 1951 to 67.9 years in 2012.

The death rate has declined from 25 per 1000 persons in 1951 to 7.2 in 2011.

*The improvements in healthcare is the result of*

- Improvement in public health
- Prevention of infectious diseases
- Modern medical practises to diagnose and treat ailments.

*Despite these measures, healthcare and nutrition are still major issues for the Indian population in the following ways*

- Availability of safe drinking water and proper sanitation are major problems in rural areas and need urgent action. Only one-third of the rural population has these basic amenities.
- The level of nutrition and per capita calorie consumption is much below the recommended level.
- Malnutrition in children is still a problem of a large percentage of our population.
- These problems can be tackled and solved by an appropriate population policy.

## Adolescent Population

Adolescents are generally those people which are in the age group of 10 to 19 years. They are the most important resource for the future.

In India, adolescents constitute a large percentage of population. The adolescent form about 20% of the total population of India.

The Nutritional requirements of adolescents are much higher than those of a normal child or adult.

In India, the diet available to adolescents is inadequate in most of the nutrients. Poor nutrition may led to deficiencies and stunted (inferior quality) growth among the adolescents.

Many adolescent girls suffer from anaemia. Awareness among adolescents can be improved through the spread of literacy and education.

## National Population Policy

Family planning is regarded as an important way to improve individual health and welfare. Therefore, the Government of India initiated a Family Planning Programme in 1952.

This program aimed at promoting responsible and planned parenthood on a voluntary basis. In the year 2000, the government formulated the National Population Policy (NPP 2000), *which had the following major objectives*

- Providing a policy framework for providing free and compulsory school education up to 14 years of age.
- Reducing infant mortality rate to below 30 per 1000 live births.
- Achieving universal immunisation of children against all vaccine preventable diseases.
- Promoting delayed marriage for girls.
- Making family welfare a people-centered programme.

### NPP 2000 and Adolescents

- National Population Policy (NPP) 2000 has greater emphasis on the important needs of adolescents including nutritional requirements, and other important needs such as protection from unwanted pregnancies, Sexually Transmitted Diseases (STDs) and education about the risks of unprotected sex.

*NPP 2000 focused on programmes that aim towards*

- encouraging delayed marriage and child bearing.
- making contraceptive services accessible and affordable.
- providing food supplements and nutritional services.
- strengthening legal measures to prevent child marriage, etc.

### Check Point 03

1. The adolescent population in India is ..... of the total population of the country.
2. Name two states where there are more females than the number of males.
3. Life expectancy at Birth in India is ..... years.
4. The first National Population Policy was launched in India in which year?

[2] Life expectancy at birth The average number of years a newborn child is expected to live.

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# SUMMARY

- People are the nation's most valuable resource. The people are important to develop the economy and society, they make resources and use them.
- In India, the census provides us with the information relating to the population of our country. A census is an official enumeration (numbering) of population done periodically.
- As per 2011 census, population of India stood at 1,210. 6 million, which is 17.5 percent of the total world population.
- Almost half of India's population lives in just five states comprising Uttar Pradesh, Maharashtra, Bihar, West Bengal and Andhra Pradesh.
- After Bangladesh and Japan, India is the third most densely populated country in the world.
- India's population density in 2011 was 382 person per sq. km.
- States of the northern plains like Uttar Pradesh, Bihar, West Bengal and Kerala in the South have high population density.
- Assam, in the North-East and most of the Peninsular states such as Maharashtra, Andhra Pradesh and Karnataka have moderate population density.
- Arunachal Pradesh, Sikkim, Jammu and Kashmir have low population density.
- The change in the number of inhabitants of a country during a particular period of time is called **growth of population**.
- Absolute increase of population is the absolute number of people added each year or in each decade in the population.
- Annual growth rate of population is the rate at which the number of individuals in a population increase in an year as compared to the population of the previous year (base year).
- The three processes that influence the change of population are birth rate, death rate and migration.
- The natural increase is detemined by the difference between birth rates and death rates.
- The number of live birth per thousand persons per year is called **birth rate.**
- The number of deaths per thousand of persons per year is called as **death rate.**
- **Migration** is the movement of people across regions and territories.
- In India, most migration have been from rural to urban areas due to push and pull factors.
- The number of people in different age group in a country is called its age composition. Age composition includes three age groups such as Children (below 15 years), working age (15-59 years) and aged (above 59 years).
- Sex ratio is the number of females per 1000 males in the population. It is an important social indicator to measure the level of in equality between males and females in a society at a given time.
- As per census 2011, average sex-ratio for India is 943 females per 1000 males. As per census 2011, the sex ratio of Kerala is 1084 females per 1000 males.
- According to census 2011, a person of age 7 years or above who can read and write and understand in any one language is termed as **literate.**
- Occupational structure is the distribution of the population according to different types of occupation. The occupations are usually categorised as primary, secondary and tertiary occupations.
- Health is an important component of population. It affects the process of development in a country. Life expectancy at birth has improved from 36.7 years in 1951 to 67.9 years in 2012.
- Adolescents are generally those people which are in the age group of 10 to 19 years. The adolescent form about 20% of the total population of India.
- Family planning is regarded as an important way to improve individual health and welfare. Therefore, the Government of India initiated a Family Planning Programme in 1952.
- National Population Policy (NPP) 2000 has greater emphasis on the important needs of adolescents.

# NCERT FOLDER

## On Page 54

**1** What could be the reason of uneven distribution of population in India?

*Ans.* *The reason for this uneven distribution of population are*

(*i*) Relief Mountains, deserts and plateaus are sparsely populated, due to rugged terrain and infertile soil. Plains are thickly populated due to flat features and availability of fertile soil.

(*ii*) Climate The region of high rainfall have very high population whereas regions of extreme climatic conditions like very cold, very hot and dry areas have sparse population.

## On Page 56

**3** Consider the following table.

| Year | Total Population (in millions) | Absolute Increase in the Decade (In million) | Annual Growth Rate (%) |
|---|---|---|---|
| 1951 | 361.0 | 42.43 | 1.25 |
| 1961 | 439.2 | 78.15 | 1.96 |
| 1971 | 548.2 | 108.92 | 2.20 |
| 1981 | 683.3 | 135.17 | 2.22 |
| 1991 | 846.4 | 163.09 | 2.16 |
| 2001 | 1028.7 | 182.32 | 1.97 |
| 2011 | 1210.2 | 181.46 | 1.64 |

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The above data reveals that despite the decline in growth rates, the number of people being added every decade is steadily increasing. Why?

*Ans.* The number of people added to the population are increasing every decade. This is because India has a very large population; when a low annual rate is applied to a very large population, it still leads to a large increase in the number of people. For example, when a low annual rate of 1.6% is supplied on 120 crore, it will lead to an increase of 1.2 crore people (1.6% of 120 crore). So, the number of people being added every decade is steadily increasing.

## On Page 59

**4** Kerala has a sex ratio of 1084 females per 1000 males. Puducherry has 1038 females for every 1000 males, while Delhi has 866 females per 1000 males and Haryana has just 877 females. What could be the reasons for such variation?

*Ans.* Kerala and Puducherry have a sex ratio of more than 1000 females per 1000 males while Delhi has 866 females per 1000 males and Haryana just 877 females. *This is because of the following reasons*

(*a*) Kerala and puducherry have good health facilities, which reduces infant mortality rate.

(*b*) These states have higher literacy rates. Due to higher literacy of women there is less female foeticide.

(*c*) In Delhi, there is a heavy migration of males who migrate for better job opportunities to these large cities. Generally, their families stay back in their villages or hometowns. This leads to a very high number of males in the urban centres like Delhi.

(*d*) In Haryana, female foeticide is widespread because of people's desire to have a male child, due to a patriarchal family system. This has led to very low sex ratio in Haryana.

## Exercises

**1** Choose the right answer from the four alternatives given below.

(*i*) Migrations change the number, distribution and composition of the population in
(a) the area of departure
(b) the area of arrival
(c) Both the area of departure and arrival
(d) None of the above

(*ii*) A large proportion of children in a population is a result of
(a) high birth rates
(b) high life expectancies
(c) high death rates
(d) more married couples

(*iii*) The magnitude of population growth refers to
(a) the total population of an area
(b) the number of persons added each year
(c) the rate at which the population increases
(d) the number of females per thousand males

(*iv*) According to the Census, a 'literate' person is one who
(a) can read and write his/her name
(b) can read and write any language
(c) is 7 years old and can read and write anyone language with understanding
(d) knows the 3'R's (reading, writing, arithmetic)

*Ans.* (*i*) (c) (*ii*) (a) (*iii*) (b) (*iv*) (c)

**2** Answer the following questions briefly.

(i) Why is the rate of population growth in India declining since 1981?

*Ans.* The rate of population growth in India is declining since 1981 because the birth rates and death rates have declined rapidly. *This is due to*

(*i*) Improvement in female education and literacy has led to decline in birth rates.

(*ii*) Better healthcare facilities have improved the life expectancy at birth. This helps in lowering the death rate.

(*iii*) The positive effect of family planning programme, birth control measures and easy availability of contraceptives has led to decline in growth rate.

(ii) Discuss the major components of population growth.

*Ans.* *Major components of population growth are*

- **The birth rate** is the number of live births per thousand persons in a year. It is a major component of population growth. In India birth rates have always been higher than death rates.
- **The death rate** is also one of the major components of population growth. It is defined as the number of deaths per thousand persons in a year. The main cause of growth of the population in India has been the rapid decline in the death rate.
- **Migration** is the movement of people across regions and territories. Internal migration only changes the distribution of population where as international migration changes both size and distribution of population.

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(iii) Define age structure, death rate and birth rate.

*Ans.* **Age structure** It means the number of people in different age groups in a given population.

**Death rate** It is the number of deaths per thousand persons in a year.

**Birth rate** It is the number of live births per thousand persons in a year.

(iv) How is migration a determinant factor of population change?

*Ans.* *Migration is a determinant factor of population change in the following ways*

- Internal migration (within the country) changes the population distribution of a country.
- International migration (outside the country) changes composition as well as size of the population.
- In India, rural to urban migration has changed the size as well as the age-sex composition of urban and rural populations.

**3** Distinguish between population growth and population change.

*Ans.* *The differences between population growth and population change are given below*

| Population Growth | Population Change |
|---|---|
| Population growth is the addition of people in the existing population of a country during a given period of time. | Population change is the change in age-sex composition and occupational structure of a country. |
| It can be calculated by subtracting the previous population from the current population. | It is determined by observing and studying the age-sex composition, occupational structure, literacy levels etc of the population. |
| It leads to increase in the number of people in country. | It may not result in addition of people in the population of a country. |
| International migration may lead to population growth as it leads to increase in size of the population. | Internal migration may lead to population changes as it leads to change in composition and distribution of population. |

**4** What is the relation between occupational structure and development?

*Ans.* The distribution of the population according to the different types of occupations is referred to as the occupational structure of a population.

The relation between occupational structure and development is that the proportion of people working in different activities determines the economic development of a country.

Occupations are generally classified as primary (agriculture, mining, fishing, etc) secondary (manufacturing industry, building and construction work, etc) and tertiary (transport, communications, banking, etc).

Developed nations have a high proportion of people in secondary and tertiary activities. Developing countries have a higher proportion of their workforce engaged in primary activities.

**5** What are the advantages of having a healthy population?

*Ans.* *Some advantages of having a healthy population are*

(*i*) A healthy population provides a potential power to a nation.

(*ii*) A healthy populations makes full use of the natural resources provided by the environment.

(*iii*) A healthy population develops the economy and society of a country.

**6** What are the significant features of the National Population Policy, 2000?

*Ans.* *Significant features of National Population Policy 2000 are*

(*i*) Imparting free and compulsory school education upto 14 years of age.

(*ii*) Reducing infant mortality rate to below 30 per 1000 live births.

(*iii*) Achieving universal immunisation of children against all vaccine preventable diseases.

(*iv*) Promoting delayed marriage for girls and strengthening legal measures to prevent child marriage.

(*v*) Making family welfare and people centered programmes.

(*vi*) Protection of adolescent girls from unwanted pregnancies.

(*vii*) Protection of adolescents from Sexually Transmitted Diseases (STD) and educate them about the risks of unprotected sex.

(*viii*) Making contraceptive services accessible and affordable.

(*ix*) Providing food supplement and nutritional services to the adolescents.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** India's population according to Census 2011 is
(a) 1601 million (b) 1210.6 million
(c) 1210.8 million (d) 968 million

*Ans.* (b) 1210 million

**2** Which state of India is the most populous state as per Census 2011?
(a) Madhya Pradesh (b) Arunachal Pradesh
(c) West Bengal (d) Uttar Pradesh

*Ans.* (d) Uttar Pradesh

**3** Which state of India has the least population as per Census 2011?
(a) West Bengal (b) Sikkim
(c) Madhya Pradesh (d) Uttarakhand

*Ans.* (b) Sikkim

**4** The uneven distribution of population can be better studied by which of the following concepts?
(a) Population growth (b) Birth rate
(c) Growth rate (d) Population density

*Ans.* (d) Population density

**5** Which of the following factors are responsible for moderate population density in peninsular states of India?
(a) Hilly and Rocky Terrain
(b) Moderate Rainfall
(c) Shallow and less fertile soil
(d) All of the above

*Ans.* (d) All of the above

**6** What was the Annual growth rate of population in the year 2001?
(a) 2.22% (b) 1.67%
(c) 1.97% (d) 1.25%

*Ans.* (c) 1.97%

**7** What per cent of India's population live in urban areas?
(a) 16.2% (b) 31. 8% (c) 41 % (d) 12.3%

*Ans.* (b) 31.8%

**8** Which of the following options correctly defines sex ratio?
(a) Number of females per lakh males
(b) Number of female children per thousand male children
(c) Number of females per thousand males
(d) Number of males per lack females

*Ans.* (c) Number of females per thousand males

**9** Male literacy rate in India in 2011 was
(a) 89% (b) 70. 1%
(c) 80. 9% (d) 67.7%

*Ans.* (c) 80.9%

**10** What was the life expectancy at birth in India in the year 2012?
(a) 91 years (b) 67.9 years
(c) 42 years (d) 65 years

*Ans.* (b) 67.9 years

**11** Which of the following age group constitutes the Adolescent population?
(a) 21-50 years (b) 1-15 years
(c) 10-19 years (d) 19-26 years

*Ans.* (c) 10-19 years

**12** Characteristics or qualities of population can be determined by which of the following.
1. Age-Sex composition
2. Occupational Structure
3. Death Rate
(a) Both 1 and 2 (b) Only 1
(c) Only 3 (d) Both 2 and 3

*Ans.* (a) Both 1 and 2

**13** Which of the following states have moderate population density in India?
1. Kerala 2. Assam
3. Maharashtra 4. Andhra Pradesh
(a) 1, 2, 3 and 4 (b) 2, 3 and 4
(c) 1, 2 and 4 (d) 1, 2 and 3

*Ans.* (b) 2, 3 and 4

**14** Which of the following is correctly arranged in terms of their population density (highest density to lowest density)?
(a) Assam, Kerala, Arunachal Pradesh
(b) Kerala, Assam, Arunachal Pradesh
(c) Assam, Arunachal Pradesh, Kerala
(d) Kerala, Arunachal Pradesh, Assam

*Ans.* (b) Kerala, Assam, Arunachal Pradesh

**15** Which of the following is correctly arranged in terms of the percentage of population from highest to the lowest?
(a) Children, Adults, Aged
(b) Aged, Adults, Children
(c) Adults, Children, Aged
(d) Children, Aged, Adults

*Ans.* (c) Adults, Children, Aged

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**16** Which of these options is incorrect
(a) Population density of India in 2011 was 382 persons per sq km
(b) Peninsular states have moderate population density in India.
(c) West Bengal is the most populous state in India
(d) Bangladesh has high population density than India

*Ans.* (c) West Bengal is the most populous state in India

## Match the Following

**17**

| List I (Occupational Structure) | List II (Activities) |
|---|---|
| A. Primary occupation | 1. Agriculture |
| B. Secondary occupation | 2. Refining |
| C. Tertiary occupation | 3. Communication |

| | A | B | C |
|---|---|---|---|
| (a) | 1 | 2 | 3 |
| (b) | 2 | 3 | 1 |
| (c) | 3 | 2 | 1 |
| (d) | 1 | 3 | 2 |

*Ans.* (a)

**18**

| List I (Age Composition) | List II (Characteristics) |
|---|---|
| A. Children | 1. Can be economically productive |
| B. Working age | 2. Economically productive |
| C. Aged | 3. Economically unproductive |

| | A | B | C |
|---|---|---|---|
| (a) | 1 | 2 | 3 |
| (b) | 3 | 2 | 1 |
| (c) | 1 | 3 | 2 |
| (d) | 2 | 1 | 3 |

*Ans.* (b)

## Fill in the Blanks

**19** The first family planning programme was launched in ..... by the Government of India?

*Ans.* 1952

**20** ..... are those which support the primary and secondary occupations by providing services.

*Ans.* Tertiary occupations

## Correct and Rewrite

**21** Internal migration leads to change in size of the population of a country whereas International Migration leads to change in size as well as distribution of population.

*Ans.* Internal migration leads to change in distribution of population of a country whereas international migration leads to change in size as well as distribution of population.

**22** Most of the population of developed countries are working in primary occupations, whereas the most of the population of developing countries are working in secondary and tertiary occupations.

*Ans.* Most of the population of developing countries are working in primary occupations, whereas the most of the population of developed countries are working in secondary and tertiary occupations.

## Assertion/Reason

**23** **Assertion** (A) The proportion of population dependent on the secondary and tertiary activities is increasing in India.
**Reason** (R) There has been an increase in the level of urbanisation and industrialisation in the country.
**Codes**
(a) A and R are true and R is the correct explanation of A
(b) A and R are true but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) A and R are true and R is the correct explanation of A

**24** **Assertion** (A) Healthcare and nutrition are still major issues for the Indian population.
**Reason** (R) The level of nutrition and per capita calorie consumption is much below the recommended level in India.
**Codes**
(a) A and R are true and R is the correct explanation of A
(b) A and R are true but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) A and R are true and R is the correct explanation of A

## Very Short Answer Questions

**25** When was the first census held in India?

*Ans.* The first census in India (on a limited scale) was held in 1872. The first complete census was held in 1881 and since then, it has been subsequently held every 10 years.

**26** Almost 50% of India's population lives in five states. Name them.

*Ans.* Almost 50% of India's population lives in the five states of Uttar Pradesh, Maharashtra, Bihar, West Bengal and Andhra Pradesh.

**27** As per the 2011 Census, which state has the least density of population?

*Ans.* The state with the least density of population, as per the 2011 Census was Arunachal Pradesh with 17 persons per sq km.

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**28** Which state out of Rajasthan, Bihar, Assam and Jammu and Kashmir, has the highest population density?

*Ans.* Bihar has the highest population density at 1102 persons per sq km.

**29** Which are the most populated and least populated states in India?

*Ans.* The most populated state in India is Uttar Pradesh and least populated is Sikkim.

**30** Why there is moderate density of population in the peninsular states of India?

*Ans.* The peninsular states have moderate density of population because the land is uneven, hilly and rocky, rainfall is moderate and soil is shallow and less fertile.

**31** What kind of migration does not change the size of the population in a country?

*Ans.* Internal migration from one city to another or from rural areas to urban areas within a country does not change the size of the population in the country.

**32** What kind of migration leads to changes in the distribution of population within a country?

*Ans.* Internal migration leads to changes in the distribution of population within a country.

**33** What are the male and female literacy rates and the general literacy level in India as per Census 2011?

*Ans.* As per Census 2011, the male literacy rate is 80.9%, female literacy rate is 64.6% and general literacy rate is 73%.

**34** What is meant by dependency ratio?

*Ans.* The dependency ratio is the proportion of a population composed of people who are too young or too old to work.

**35** Which states of India have the highest and the lowest sex ratios?

*Ans.* Kerala has the highest sex ratio of 1084 and Haryana has the lowest sex ratio of 877 (as per the Census 2011).

**36** Name the state having lowest sex ratio.

*Ans.* Haryana is the Indian state which has the lowest sex ratio. (As per Census 2011 report, sex ratio of Haryana is 877 female/ 1000 male).

**37** Under what conditions, will a person be considered literate?

*Ans.* A person will be considered literate if that person can read and write and understand in any language at the age of 7 years or above.

**38** When did the National Population Policy came into effect?

*Ans.* The National Population Policy came into effect in the year 2000.

**39** How does the proportion of working population in different activities differ in developed and developing countries?

*Ans.* Working population in developed countries are engaged more in secondary and tertiary activities while in developing countries they are engaged mainly in primary activity.

**40** What is the major reason for the state of Kerala having a very high population density?

*Ans.* Kerala has a very high population density because it has a fertile soil and gets abundant rainfall, thus resulting in good prospects for agriculture.

## Short Answer (SA) Type Questions

**1** What do you mean by 'Census'? After how many years is it prepared in India?

*Ans.* A census is an official enumeration (numbering) of the population of a country which is done periodically. It provides us with the number of people, their distribution, age-sex composition, occupational structure, literacy levels, etc.

In India, the first complete census was held in 1882. Since then, it is done regularly every 10 years in India.

**2** How is population density calculated? Where does India stand as compared to other countries with respect to population density?

*Ans.* The population density is calculated as the number of persons per unit of area.

*India's status in terms of population density with respect to other countries is discussed below*

- India is the third most densely populated country in the world after Bangladesh and Japan.

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- India is one of the most densely populated countries in the world. As per Census 2011 report the population density of India was 382 persons per sq km.
- Due to variation in climatic condition, economic opportunities and other geographic factors India has very uneven distribution of population ranging from 1102 persons/sq km in Bihar to only 17 persons/sq km in Arunachal Pradesh.

**3** Describe the three different population density regions of India.

*Ans.* The three population density regions in India are high, moderate and low.

*They are stated below*

(*i*) **High Population Density Region** It has a population density greater than 500 persons per sq km, consists of the states of Uttar Pradesh, Bihar, West Bengal in the Northern Plains and Kerala in the South.

(*ii*) **Moderate Density Population Region** It has a population of 250-500 persons living per sq km.

(*iii*) **Low Density Population Region** It has a population density lesser than 250 persons per sq km consists of the states Arunachal Pradesh, Mizoram, etc.

**4** How does density of population depend upon topography and climatic conditions?

*Ans.* *Density of population depends upon topography and climatic conditions in the following ways*

(*i*) Rugged topography and unfavourable climatic conditions are primarily responsible for sparse (not dense) population. For example, Arunachal Pradesh has very little population due to hilly areas.

(*ii*) Moderate to low rainfall, rocky terrain and less fertile soils have led to moderate population densities. e.g. Assam and Peninsular states of India.

(*iii*) Flat plains, fertile soil and abundant rainfall lead to high population densities. e.g. Northern Plains and Kerala.

**5** How is growth in population expressed? Explain.

*Ans.* The growth of population is the change in the number of inhabitants of a country during a specific period (mostly during 10 years).

*The growth in population can be expressed in two ways*

(*i*) **Absolute Numbers** It is the magnitude of increase of population in a year or decade. It is obtained by subtracting the earlier population from the current population.

(*ii*) **Annual Growth Rate** It is the rate of increase of population in one year. It is measured in per cent per annum.

**6** Explain the term annual growth rate of population. How is it affected by the birth rate?

*Ans.* The rate at which the number of individuals in a population increase in an year as compared to the population of previous year (base year) is called annual growth rate of population.

*The annual growth rate is affected by the birth rate in the following ways*

(*i*) If the birth rate increases, the annual growth rate generally increases and vice-versa.

(*ii*) If the birth rate is greater than death rate, annual growth rate is higher.

(*iii*) If birth rate is lower than death rate, annual growth rate declines.

**7** Categorise the population of a country into three broad categories on the basis of age composition.

*Ans.* *The categories are*

(*i*) Children (below 15 years), who are economically unproductive and need to be provided with food, clothing, education and healthcare.

(*ii*) Working age (15 to 59 years), who are economically productive and biologically reproductive. They comprise the working population.

(*iii*) The aged or elderly (60 years and above), who can be economically productive though they may have retired. They may be working voluntarily but they are not available for employment through recruitment.

**8** What is the relationship between age composition and dependency ratio? Explain.

*Ans.* The number of people in different age groups in a country is called its age composition.

*The relationship between age composition and dependency ratio is as follows*

- When there are more people in the children and aged group, the dependency ratio of a country is also more.
- When there are less people in children and aged group, then the dependency ratio in a country is also less.

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**9** What is meant by occupational structure? Explain the occupational structure of India.

*Ans.* Occupational structure is the distribution of population according to various types of occupation.

It describes how people are engaged in different sectors of the economy namely, primary, secondary and tertiary sectors.

**Occupational Structure of India**

In India, about 64% of the total population is engaged in agriculture alone. 13% of population is dependent upon the secondary sector whereas 20% of the population is dependent on the tertiary sector. However, due to industrialisation and urbanisation there has been a significant shift towards secondary and tertiary occupations.

**10** How is occupational structure classified? Explain.

*Ans.* The distribution of the population according to different types of occupation is referred to as the occupational structure.

*Different occupations can be classified into three groups*

(*i*) **Primary Occupation** These include agriculture, animal husbandry, forestry, fishing, mining and quarrying, etc.

(*ii*) **Secondary Occupation** These include the manufacturing industry, building and construction works etc.

(*iii*) **Tertiary Occupation** These include transport, communication, commerce, administration and other services.

**11** Explain any three elements which are responsible for population growth.

or Describe the factors that cause changes in the size of population.

*Ans.* *The factors/elements responsible for population growth are*

**Birth Rate** The number of live births per thousand persons in a year is known as birth rate. If birth rate increases, population growth increases.

**Death Rate** The number of deaths per thousand persons in a year is known as death rate. If death rate declines, it leads to an increase in population growth.

**Migration** Migration is the movement of people across regions and territories. Internal migration (within the country) leads to change in population distribution another country) leads to change in population size as well as distribution of population.

**12** "Resources, calamities and disasters all are meaningful only in relation to human beings." Explain the statement with suitable arguments.

*Ans.* Population is the central element in social studies. Resources, calamities and disasters are all meaningful only in relation to human beings. *The statement highlights the importance of the human resource as*

(*i*) It is the people who develop the economy and society.

(*ii*) It is the people who make and use resources.

(*iii*) Resources have no meaning without the people. e.g. coal is just a piece of rock until people were able to make it usable through technology.

**13** Differentiate between dependent and working population.

*Ans.* *The differences between dependent and working population are*

| Dependent population | Working population |
|---|---|
| People who do not contribute to any economic activity. | People engaged in some useful productive occupations. |
| Generally, children below 15 years and persons above 60 years belong to this group. | Generally, persons in the age group between 15-59 years come under this category. |
| Non-working population comes under the category of dependent population. They depend upon working population for their living. | Working population carries the burden of meeting all the needs of food, clothing, education and medical needs etc of the dependent population. |

**14.** Read the sources given below and answer the following questions

**Source A Adolescent Population**

The most significant feature of the Indian population is the size of its adolescent population. It constitutes one-fifth of the total population of India. Adolescents are, generally, grouped in the age group of 10 to 19 years. They are the most important resource for the future.

**Source B Requirements of Adolescent**

Nutrition requirements of adolescents are higher than those of a normal child or adult. Poor nutrition can lead to deficiency and stunted growth. But in India, the diet available to adolescents is inadequate in all nutrients. A large number of adolescent girls suffer from anaemia. Their problems have so far not received adequate attention in the process of development.

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**Source C Spreading Awareness**

The adolescent girls have to be sensitised to the problems they confront. Awareness among them can be improved through the spread of literacy and education.

(i) Evaluate the importance of Adolescent population in India.

(ii) To what extent is the adolescent population vulnerable to diseases in India.

(iii) Examine the role of education in solving the problems of adolescent girls.

*Ans.* (*i*) The Adolescent comprises of the persons in age group 10-19 years. They are important for India as they constitute the maximum percentage of population in India and they are the most important resource for the future.

(*ii*) The adolescent population has higher requirements of nutrition than an adult or a child. In India, adolescents do not get proper diet. No proper policy have been formulated for the development of adolescents. Thus, they are suffering from a number of diseases like anaemia in adolescent girls and so on.

(*iii*) Education and literacy can improve awareness among the adolescent girls. This would make them better understand the problems faced by them. If they are made aware of their problems, they would be able to handle them appropriately.

## Long Answer (LA) Type Questions

**1** What is migration? Which are the two types of migration? Describe the trends of migration in India.

*Ans.* Migration is the movement of people across regions and territories.

**Types of Migration** The two types of migration are internal (within the country from one area to another) and international (between two or more than two countries). Internal migration does not change the size of the population, but influences the distribution of population within the country.

Whereas international migration changes the size as well as distribution of population of a country.

**Trends of Migration in India** In India, most of the migrations occur from the rural to urban areas. This is due to poverty and unemployment in rural areas and better employment opportunities and better living conditions in the urban areas.

Rural-urban migration has resulted in a continuous increase in the percentage of population in the cities and towns. The urban population has increased from 17.29% of total population in 1951 to 31.8% in 2011.

**2** Why do people migrate from rural to urban areas?

*Ans.* People migrate from one place to another due to variety of reasons. The push and pull factors are responsible. The 'push factors' of migration are those factors which force people to leave a place e.g. poverty, drought.

*People leave rural places due to*

- Non-availability of job opportunities
- shortage of land
- political unrest
- difficult economic conditions
- disasters/catastrophe (drought, floods, etc.)
- decline of traditional industries (cottage, small-scale industries.)

The 'pull factors' of migration are those factors which attract people towards itself. e.g. employment opportunity, quality lifestyle, etc.

*People are attracted towards the urban areas for*

- change of a job
- better housing facility
- education
- medical care
- improved living conditions
- better way of life
- security
- adequate basic amenities.

**3** What is 'age composition'? How does it affect the population's social and economic structure?

*Ans.* The age composition of a population refers to the number of people in different age groups in a country. *It affects the population's social and economic structure because*

(*i*) Children (0-15 years) are economically unproductive and are dependent on working population for food, clothing, education, etc.

(*ii*) Adults (15-59 years) contribute to the nation's economy by carrying out productive economic activities. They are the working population as they feed and look after the dependent age groups.

(*iii*) Aged (60 + years) They can be economically productive though they may be have retired. They may work voluntarily but they are not available for recruitment.

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**4** What is sex ratio? Why has sex ratio been unfavourable to females? Explain any four reasons.

*Ans.* **Sex ratio** It is defined as the number of females per 1000 males in the population. This information is an important social indicator to measure the level of inequality between males and females in a society at a given time.

**Reasons for Unfavourable Sex Ratio for Females**

(*i*) Preferential treatment is given to a male child and female children get neglected.

(*ii*) The infant mortality rate in India is high and female infant mortality rate is still higher.

(*iii*) People go for pre-natal sex determination test. In case of a girl child, they abort the child.

(*iv*) Women generally have lower social, political and economic status in the Indian society. There are dowry deaths, opposition to widow remarriages and low nutritional levels in woman.

(*v*) Lack of social awareness programmes among people especially in rural areas.

**5** Define the term 'literate'. Describe the features of literacy rate in India.

*Ans.* According to the Census 2011, a person aged 7 years and above who can read and write with understanding in any language is termed as literate.

**Features of Literacy Rate in India**

(i) As per Census 2011 data, the literacy rate of India is 74.04%, the male literacy rate is 80.9% and the female literacy rate is 64.6%.

(ii) It shows the social inequality between male and female.

(iii) Literacy is an important quality of population. For the development and economic improvement of the country, there should be high literacy rate among both male and female.

**6** Explain any five significant characteristics of the adolescent population of India.

*Ans.* *Five significant characteristics of the adolescent population of India are as follows*

(*i*) Adolescent population constitutes one-fifth of the total population of India.

(*ii*) They are generally grouped in the age group of 10 to 19 years.

(*iii*) They are the most important resource for the future.

(*iv*) Nutritional requirements of adolescents are higher than those of normal child or adult.

(*v*) In India, a large number of adolescent girls suffer from anaemia.

(*vi*) The adolescent girls have to be sensitised about the problems faced by them.

**7** What were the main objectives of the National Policy on Population, 2000 initiated by the government? What measures does it take for the adolescent population of the country?

*Ans.* *The National Population Policy, 2000 was launched by the government with the following objectives*

- To provide a framework for providing free and compulsary education upto 14 years of age
- Reducing infant mortality rate to below 30 per 1000 live births.
- Achieving universal immunisations of children against all vaccine preventable diseases.
- Making family welfare a people centred program and promoting delayed marriages for girls.

The NPP 2000 puts special emphasis on the adolescent population of the country. Apart from nutritional requirements of the adolescents, it puts emphasis on other important needs of the adolescents, *such as*

- Strengthening legal measures to prevent child marriages.
- Protection from unwanted pregnancies and sexually transmitted diseases.
- Focusing on delaying child marriages, child bearing and making contraceptive services available to the adolescents.
- Providing food supplements and nutritional services to adolescents.

**8** Read the extract and answer the questions that follows.

The percentage of population that is economically active is an important index of development. The distribution of the population according to different types of occupation is referred to as the occupational structure. The proportion of people working in different activities varies in developed and developing countries. Developed nations have a high proportion of people in secondary, and tertiary activities.

Developing countries tend to have a higher proportion of their workforce engaged in primary activities.

In India, about 64 per cent of the population is engaged only in agriculture. The p oportion of population dependent on secondai y and tertiary sectors is about 13 and 20 per cent respectively.

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There has been an occupational shift in favour of secondary and tertiary sectors because of growing industrialisation and urbanisation in recent times.

(i) Why do the proportion of people in primary activities more in the developing countries?

(ii) How does the occupational structure determine the level of development in a country?

(iii) How does industrialisation and urbanisation lead to occupational shift?

*Ans.* (*i*) The proportion of people engaged in primary activities is more in developing countries as compared to the developed countries because the level of urbanisation and industrialisation is low in the developing countries.

(*ii*) The number of people engaged in the secondary and tertiary activities is more in the developed countries as compared to the developing countries. In the developing countries more number of people are engaged in primary activities. Thus, more number of people in the secondary and tertiary activities, more a country in developed.

(*iii*) As there is more industrialisation and urbanisation, the number of people working in the primary activities decline and the number of people, working, in the secondary and tertiary occupations rise. This leads to an occupational shift from primary to secondary and tertiary activities.

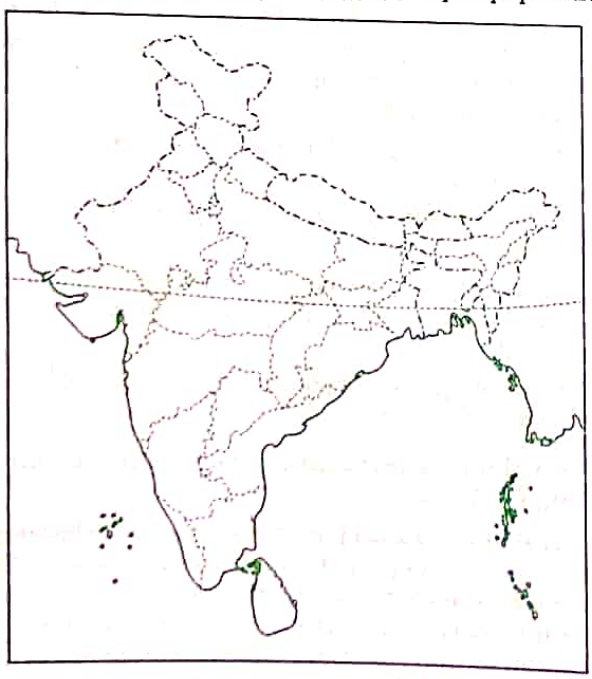
## Map Based Question

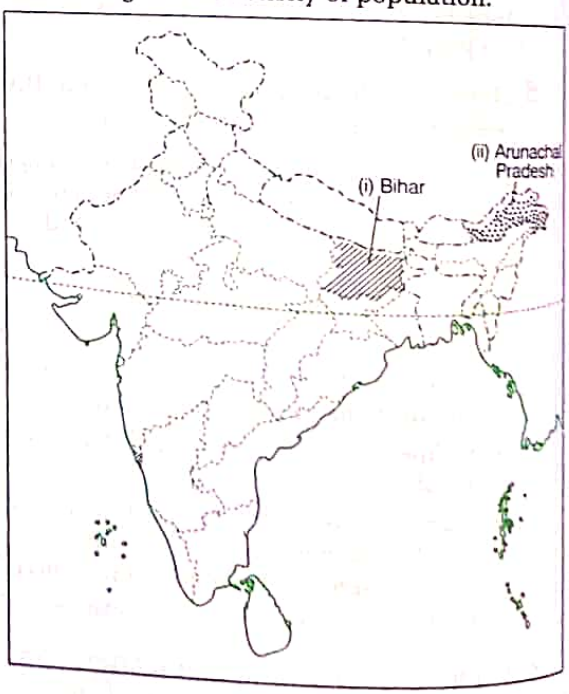
1 On the political map of India, locate and label the following with appropriate symbols.

(*i*) The state having highest density of population.

(*ii*) The state having lowest density of population.

*Ans.*






EXAM PRACTICE

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# Self Assessment

## Objective Type Questions

1. The central element in the study of social sciences is
   (a) Resources (b) Disasters (c) Population (d) Environment
2. Which of the following statements correctly defines population distribution.
   (a) Characteristics and qualities of population of a country.
   (b) Number of people living per unit area.
   (c) Spread of people across different places in a country.
   (d) Number of people moving out of an area.
3. Match the following and choose the correct answer

| List I (State) | List II (Population Density) |
|---|---|
| A. Bihar | 1. Low |
| B. Karnataka | 2. Moderate |
| C. Sikkim | 3. High |

| | A | B | C |
|---|---|---|---|
| (a) | 1 | 3 | 2 |
| (b) | 3 | 1 | 2 |
| (c) | 3 | 2 | 1 |
| (d) | 1 | 2 | 3 |

4. Correct and rewrite the following statement
   As person aged 18 years and above who can read, write and understand any language is treated as literate.
5. **Assertion** (A) Migration is an important factor influencing population change.
   **Reason** (R) Migration changes population size as well as population composition in urban and rural areas.
   **Codes**
   (a) A and R are true and R is the correct explanation of A
   (b) A and R are true but R is not the correct explanation of A
   (c) A is true but R is false
   (d) A is false but R is true
6. What was India's approximate population as per Census 2011?
7. Approximately how much proportion of India's population is engaged in the occupation of agriculture?
8. What is the reason for a large proportion of children in the population of a country?

## Short Answer (SA) Type Questions

9. Enumerate the reasons for sparse population in states like Arunachal Pradesh, Mizoram and Jammu and Kashmir.
10. What steps have been proposed in the NPP 2000 for protection of the adolescents?
11. Healthcare is still a major issue in India. What are the major reasons responsible for this?
12. Why is dependency ratio higher in India?
13. In what ways are occupations generally divided? Explain.

## Long Answer (LA) Type Questions

14. What is meant by an unfavourable sex ratio? What can be the long-term problems in a state in which this ratio remains unfavourable for many years?
15. Give reasons for the shift in the occupational structure from primary to secondary and tertiary sectors. What are its consequences?

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CHAPTER

# 01

POLITICAL SCIENCE

# What is Democracy? Why Democracy?

## What is Democracy?

Democracy is a form of government in which the rulers are elected by the people. People choose their government by elections. In this way, it is different from other forms of government.

*Some examples of how Democracy is different are*

- In Myanmar there is army rule. The rulers are not elected by the people. People had no role in choosing the government.
- Dictators like Augusto Pinochet of Chile are not elected by the people.
- In monarchies such as Saudi Arabia, the king is the ruler not because the people have chosen, but because they are born in a royal family.

**Chapter Syllabus**

- What is Democracy?
- Features of Democracy
- Why Democracy?
- Broader Meanings of Democracy

## Features of Democracy

*The democracy has the following features*

- Rulers are elected by the people who take all the major decisions.
- Elections offer a choice and fair opportunity to the people to change their current rulers.
- This choice and opportunity is available to all the people on an equal basis.
- It is a form of government where the elected leaders have to do some functions and respect some rights of the citizen.

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*The given features of democracy can be understood through the following examples*

## Major Decisions by Elected Leaders

General Musharraf's rule of Pakistan from 1999 will give us one important feature of democracy.

### Case of Pakistan

- In Pakistan, General Pervez Musharraf led a military regime in October 1999. He overthrew a democratically elected government and declared himself the Chief Executive of the country. Later, he changed his designation to President.
- In 2002, he organised a **referendum**[1] in the country that granted him a five year extension. According to Pakistani media and human rights organisations the referendum was based on malpractices and fraud.
- In August, 2002, Musharraf issued a **Legal Framework Order** that amended the Constitution of Pakistan. According to this order, the President can dismiss the national or provincial assemblies.
- The work of the civilian **Cabinet**[2] was supervised by a National Security Council dominated by military officers. Elected representative had some power, but the final power was in the hands of military officers and General Musharraf himself. This condition can not be termed as people's rule.

From this the first feature of democracy is clear that *in democracy the final decision making power must rest with those people who are elected.*

## Free and Fair Electoral Competition

This feature of democracy can be understood from the cases of **China** and **Mexico**.

### Case of China

- The members of China's Parliament called **Quanguo Renmin Daibiao Dahui (National People's Congress)** are elected by the people after every five years.
- The National People's Congress has the power to appoint the President of the country.
- The National People's Congress has nearly 3,000 members elected from all over China. Some members are elected by the army.
- Before contesting elections, a candidate needs the approval of the **Chinese Communist Party**. Only its members or members of eight smaller parties associated with the communist party are allowed to contest only.

### Case of Mexico

- Mexico became independent in 1930. It holds elections after every six years to elect its President. It has never been under military or dictator's rule.
- But till 2000, all the Presidential elections were won by the **PRI (Institutional Revolutionary Party)**. Opposition parties contested but never managed to win. PRI used dirty tricks to win the elections like forcing people to vote for PRI, shifting polling booths at the last minute, etc.

In both the cases of China and Mexico, elections does not offer the people any serious choice. These are not fair elections. Holding elections of any kind is not sufficient.

Thus, another feature of democracy is that a **democracy must be based on a free and fair election, where those currently in power have a fair chance of losing.**

## One Person, One Vote, One Value

The Principle of Universal Adult Franchise is accepted all over the world. However, there are many examples which denies the equal Right to Vote. *For example,*

- In **Saudi Arabia**, till 2015 women do not have the Right to Vote.
- **Estonia** has made its citizenship rules in such a way that people belonging to Russian minority find it difficult to get the Right to Vote.
- In **Fiji**, the electoral system is such that, the vote of an indigenous Fijian has more value than that of an Indian-Fijian.

Democracy is based on a fundamental principle of political equality. This gives us the third feature of democracy that **in a democracy, each adult citizen must have one vote and each vote must have one value.**

## Rule of Law and Respect for Rights

### Case of Zimbabwe

- **Zimbabwe** attained independence from White minority rule in 1980. From then onwards, the country has been ruled by a party **ZANU-PF** which led the freedom struggle.
- The party leader, **Robert Mugabe**, has been the President of the country since independence.
- Elections are always won by this party through violence and harassment of the opposition politicians workers and journalists.

1 **Referendum** It is a direct and universal vote in which an entire electorate is invited to vote on a particular proposal.
2 **Cabinet** The committee of senior ministers responsible for controlling government policy.

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- Protests against the President were illegal and the government does not consider court judgements which went against it. Thus, there is no rule of law and citizen's rights are not respected. Robert Mugabe was forced out (removed) from office in 2017.
- The state should respect the basic rights of citizens, like freedom of expression, freedom to protest and freedom to take political action.
- Further, these rights should be protected by the judiciary whose orders should be obeyed by all.

*There are some conditions that apply to the way a government is run after the elections*

- A democratic government cannot do whatever it likes, simply because it has won an election.
- It has to respect some basic rules or we can say it has to respect some guarantees to the minorities.
- Every office bearer has certain rights and responsibilities assigned by the constitution and the law.
- Each of them are accountable not only to the people, but also to other independent officials.

Thus, another feature of democracy is that **a democratic government rules within limits set by constitutional law and citizen's rights.**

**Check Point 01**

1 In which form of government, rulers are elected by the people?
2 In 2002, Parvez Musharraf held a ..... in the country that granted him a five year extension.
3 Which country do not has a democratic government-China or India.
4 Till 2015, which country gave no right to women for voting?
5 In ..... Robert Mugabe was thrown out of power.

# Why Democracy?

## Arguments against Democracy

(i) Leaders keep changing in a democracy. This leads to instability.
(ii) Democracy is all about political competition and power play. There is no scope for morality[3].
(iii) Many people have to be consulted in a democracy which leads to unnecessary delays.
(iv) Elected leaders do not always know the best interests of the people which leads to bad decisions.
(v) Democracy leads to corruption, as it is based on electoral competition.
(vi) Ordinary people do not know what is good for them so they may not be able to decide anything properly.
(vii) Democracy leads to frequent changes in leadership. Sometimes this can set back big decisions and affect the government's efficiency.
(viii) Democracy ensures that people can take their decisions. But this does not guarantee that their decisions will be good. People can make mistakes.

The above mentioned arguments show that democracy may not be the ideal form of government.

## Arguments for Democracy

(i) Democracy is better than any other form of government in responding to the needs of the people. Democracy requires that the rulers have to attend to the needs of the people.
(ii) Democratic government is more accountable form of government.
(iii) Democracy is based on consultation and discussion which reduces the possibility of taking hasty and irresponsible decisions. Thus, democracy improves the quality of decision-making.
(iv) Democracy provides a method to deal with differences and conflicts. Only in a democracy, different groups can live with one another peacefully. In a diverse country like India where people are from different religion and language, democracy keeps our country together.
(v) Democracy enhances the dignity of citizens. In democracy, the poorest and the least educated have the same status as the rich and the educated, because democracy is based on the principle of political equality.
(vi) Democracy allows us to correct our own mistakes.
(vii) In democracy, either the rulers have to change their decisions or the rulers can be changed. From the above arguments in favour of democracy, we can conclude that democracy cannot give us everything, but it is clearly better than any other form of government.

3 Morality Principles concerning the distinction between right and wrong.

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### An Example : Comparing Democracies of India and China

The worst recorded famine in the world was the 1958-1961 China's famine. In this, around 3 crore people died. During the same period, the economic condition of India was similar to that of China, but India did not have any kind of famine. According to economists, this was due to different government policies in India and China.

As India is a democratic country, its government responded differently to food scarcity. Due to this, no large-scale famine has ever affected independent India. If China too had free press, opposition party, etc like India to criticise the government, so many people would not have died in the famine. This example tells why democracy is considered as the best form of government.

## Broader Meanings of Democracy

The most common form of democracy is **representative democracy**. In this, the majority of people rule through their elected representatives.

*This become necessary because*

- Modern democracies involve such a large number of people that it is physically impossible for them to sit together and take collective decisions.
- The citizen does not have the time, the desire or the skills to take part in all the decisions, therefore representatives are needed.

## Democratic Decision-Making

A democratic decision involves consultation with and consent of all those people who are affected by that decision.

Powerful and non-powerful people should have the same role in taking the decisions. This can apply to a government or a family or any other organisation.

Thus, democracy is a principle that can be applied to any sphere of life and can take many forms.

In a democracy, every citizen must be able to play an equal role in decision-making. For this, an equal right to vote is not sufficient. Every citizen needs to have equal information, basic education, equal resources and a lot of commitment.

Every democracy has to try to realise the ideals of democratic decision-making. Every democracy requires a constant effort to save and strengthen democratic forms of decision-making.

### Check Point 02

1 A common problem with democracy is that it often leads to ..... as it is based on electoral competition.

2 A ..... government is a more accountable form of government.

3 Which is the most common form of democracy?

4 In a democracy, consultation and consent of all the people is needed for what?

## SUMMARY

- Democracy is a form of government in which the rulers are elected by the people.
- Features of democracy are
  - Rulers are elected by the people.
  - Decision-making power rests with those who are elected by the people.
  - It must be based on free and fair elections.
  - Each adult citizen must have one vote and each vote should have one value.
  - Its government rules within the limits which are set by constitutional laws and citizens' rights.
  - Decision-making is often delayed because a large number of people need to be consulted.
- Demerits of Democracy are
  - Elected leaders may not be aware about the best decisions for the people.
  - Involvement of electoral competition in a democracy gives rise to corruption.
  - Ordinary people may not understand the meaning of collective good and hence they should not be made a part of the decision-making process.
- Merits of Democracy are
  - A democratic government is more accountable to the people.
  - As a large number of people are consulted in the decision-making process, democracy improves the quality of the decisions made.
  - It provides a method to deal with conflicts and differences.
  - Democracy enhances the dignity of the citizens.

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## Question on page 2

**1** I have heard a different version. Democracy is **off** the people, **far** (from) the people and (where they) **buy** the people. Why don't we accept that?

*Ans.* In some cases, the democracy is off the people, far (from) the people and (where they) buy the people i.e. where the democracy does not belong to the people, it is not for them but far away from them, where the democracy is not by the people but the candidates win the votes with money which means that true democracy does not exist.

However, these cases are exceptions and not the rule, which will gradually go away with the passage of time.

## Check Your Progress on page 3

**2** Ribiang went back home and collected some most famous quotations on democracy. This time she did not mention the names of the people who said or wrote these. She wants you to read these and comment on how good or useful these thoughts are

(*a*) Democracy gives every man the right to be his own oppressor.

(*b*) Democracy consists of choosing your dictators after they have told you what you think it is you want to hear.

(*c*) Man's capacity for justice makes democracy possible, but man's inclination to injustice makes democracy necessary.

(*d*) Democracy is a device that insures we shall be governed no better than we deserve.

(*e*) All the ills of democracy can be cured by more democracy.

*Ans.* (*a*) and (*b*) The first and second thoughts are about those forms of government in which the people have the right to elect their ruler without having options. It means they have to elect the candidate only from the ruling party.

(*c*) In the third thought, it suggests that if man accepts justice, then democracy is possible. But when the man follows injustice, democracy is necessary in this condition to give justice to others.

(*d*) In the fourth thought, it suggests that there must be a balance between the form of government and our need.

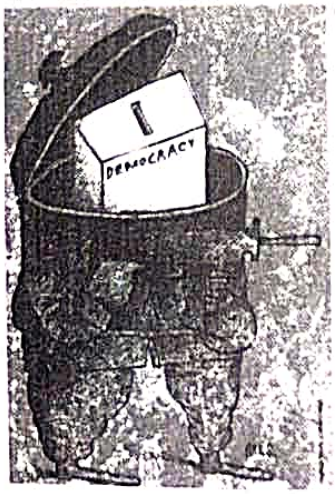
The strongest argument for democracy is about what it does to the citizens. Democracy recognises our needs and enhances our dignity.

(*e*) In the last thought, there is scope for changing the features and activities of democracy as per our need. There is no guarantee that mistakes cannot be made in democracy. The advantage is that there is a scope for correction.

Either the rulers have to change their decisions or the rulers can be changed. In this way, the ills of democracy can be cured.

## Read the Cartoon on page 5

**3** This cartoon was drawn in the context of Latin America.




Do you think it applies to the Pakistani situation as well? Think of other countries where this could apply. Does this happen sometimes in our country as well?

*Ans.* The cartoon suggests the scene of booth capturing in elections by using arms. This can be applicable to Pakistan. In Pakistan, General Musharraf with the help of army officials controlled the elected representatives. This could be applied to Iraq.

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## Check Your Progress on page 9

**4** Read these five examples of working or denial of democracy. Match each of these with the relevant feature of democracy discussed above.

| Example | Feature |
|---|---|
| King of Bhutan has declared that in future he will be guided by the advice given to him by elected representatives. | Rule of law |
| Many Tamil workers who migrated from India were not given a Right to Vote in Sri Lanka. | Respect for Rights |
| The king of Nepal imposed a ban on political gatherings, demonstrations and rallies. | One person, one vote, one value |
| The Indian Supreme Court held that the dissolution of Bihar Assembly was unconstitutional. | Free and fair electoral competition |
| Political parties in Bangladesh have agreed that a neutral government should rule the country at the time of elections. | Major decision by elected leaders |

*Ans.*

| Example | Feature |
|---|---|
| King of Bhutan ..... representatives. | Major decisions by elected leaders (working) |
| Many Tamil workers ..... Sri Lanka. | One person, one vote, one value (denial) |
| The King of Nepal .... rallies. | Respect for Rights (denial) |
| The Indian Supreme Court .... unconstitutional. | Rule of Law (working) |
| Political parties ..... time of elections. | Free and fair electoral competition (working) |

## Question on page 13

**5** What would have happened if India was not a democracy? Could we have stayed together as a single nation?

*Ans.* If India was not a democracy then we would have not stayed together as a single nation. India has a multi-religious, multi-cultural and multi-linguistic population.

If there was no democracy, then all the people could not have followed their religion and customs with freedom and there would have been conflicts between different religious and linguistic groups during which the other minorities would have lived in fear and insecurity. But democracy provides peaceful solutions to every problem. It provides the best method of dealing with differences and conflicts.

## Check Your Progress on page 12

**6** Rajesh and Muzaffar read an article. It showed that no democracy has ever gone to war with another democracy. Wars take place only when one of the two governments is non-democratic. The article said that this was great merit of democracy.

After reading the essay, Rajesh and Muzaffar had different reactions. Rajesh said that this was not a good argument for democracy. It was just a matter of chance.

It is possible that in future democracies may have wars. Muzaffar said that it could not be a matter of chance. Democracies take decisions in such a way that it reduces the chances of war.

Which of the two positions do you agree with and why?

*Ans.* I agree with Muzaffar's argument. In democracy, the decision is taken after discussion and keeping in view the welfare of the people. So, the chances of war are minimised in democracy, but we cannot say that it is not possible. Some wars were fought between two democracies like India and Pakistan, e.g. 'Kargil War', when both countries were democratic countries.

## Question on page 14

**7** In my village, the Gram Sabha never meets. Is that democratic?

*Ans.* The Gram Sabha should meet regularly to carry out its functions for the welfare of the village people, but if the Gram Sabha does not meet, then it is not democratic.

## Exercises on page 15

**1** Here is some information about four countries. Based on this information, how would you classify each of these countries? Write 'democratic', 'undemocratic' or 'not sure' against each of these.

(*a*) **Country A** People who do not accept the country's official religion i.e. do not have a right to vote.

(*b*) **Country B** The same party has been winning elections for the last twenty years.

(*c*) **Country C** Ruling party has lost in the last three elections.

(*d*) **Country D** There is no independent Election Commission.

*Ans.* (*a*) Undemocratic (*b*) Not sure
(*c*) Democratic (*d*) Undemocratic

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**2** Here is some information about four countries. Based on this information, how would you classify each of these countries? Write 'democratic', 'undemocratic' or 'not sure' against each of these.

(a) **Country P** The Parliament cannot pass a law about the Army without the consent of the Chief of Army.

(b) **Country Q** The Parliament cannot pass a law reducing the powers of the Judiciary.

(c) **Country R** The country's leaders cannot sign any treaty with another country without taking permission from its neighbouring country.

(d) **Country S** All the major economic decisions about the country are taken by officials of the Central Bank which the ministers cannot change.

*Ans.* (a) Undemocratic (b) Democratic
(c) Undemocratic (d) Undemocratic

**3** Which of these is not a good argument in favour of democracy? Why?

(a) People feel free and equal in a democracy.

(b) Democracies resolve conflict in a better way than others.

(c) Democratic government is more accountable to the people.

(d) Democracies are more prosperous than others.

*Ans.* (d) Democracies are more prosperous than others is not a good argument in favour of democracy because countries of the Middle East like UAE and Saudi Arabia are economically strong, but they have non-democratic governments, whereas India is a developing country, but is a democracy. The poor countries can be democratic while the rich ones may not be. A good monarch can make his country more prosperous than some democracies.

**4** Each of these statements contains a democratic and an undemocratic element. Write out the two separately for each statement.

(a) A minister said that some laws have to be passed by the Parliament in order to conform the regulations decided by the World Trade Organisation.

(b) The Election Commission ordered re-polling in a constituency where large scale rigging was reported.

(c) Women's representation in the Parliament has barely reached 10%. This led women's organisations to demand one-third seats for women.

*Ans.* (a) Passing of laws by the Parliament is democratic, whereas passing in conformity to the regulations decided by World Trade Organisation (WTO) is undemocratic.

(b) To order repoll in a constituency by the Election Commission is democratic, whereas large scale rigging is undemocratic.

(c) Women's representation in the Parliament never reaching 10% is undemocratic, whereas demand by women's organisations to reserve one-third seats for women is democratic.

**5** Which of these is not a valid reason for arguing that there is a lesser possibility of famine in a democratic country?

(a) Opposition parties can draw attention to hunger and starvation.

(b) A free press can report suffering from famine in different parts of the country.

(c) Government fears its defeat in the next elections.

(d) People are free to believe in and practise any religion.

*Ans.* (d) It is not a valid reason for arguing that there is a lesser possibility of famine in a democratic country, because practising a religion is not related to preventing famines in any way.

**6** There are 40 villages in a district where the government has made no provision for drinking water. These villagers met and considered many methods of forcing the government to respond to their need. Which of these is not a democratic method?

(a) Filing a case in the courts claiming that water is part of right to life.

(b) Boycotting the next elections to give a message to all parties.

(c) Organising public meetings against government's policies.

(d) Paying money to government officials to get water.

*Ans.* (d) It is not a democratic method.

**7** Write a response to the following arguments against democracy.

(a) Army is the most disciplined and corruption-free organisation in the country. Therefore, Army should rule the country.

(b) Rule of the majority means the rule of ignorant people. What we need is the rule of the wise, even if they are in small numbers.

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(c) If we want religious leaders to guide us in spiritual matters, why not invite them to guide us in politics as well. The country should be ruled by religious leaders.

Ans. (a) This statement is wrong. The Army is for the defence of the country. Its primary duty is defence and not governance. Also, army officers are not elected by people.

(b) This statement is wrong. Rule of majority is democratic, as it represents the views of all sections of people. Illiterate and poor people cannot be called ignorant. At least, they can realise which representative is good for them. Democracy means equal opportunity to all without any discrimination.

(c) This statement is wrong. We should not mix religion and politics, especially in a multi-racial, multi-religious and multi-linguistic country like India. Besides, many religious leaders do not have any experience of administration.

**8** Are the following statements in keeping with democracy as a value? Why?

(a) **Father to daughter** I don't want to hear your opinion about your marriage. In our family, children marry what the parents tell them to.

(b) **Teacher to student** Don't disturb my concentration by asking me questions in the classroom.

(c) **Employee to the officer** Our working hours must be reduced according to the law.

Ans. (a) The first statement is undemocratic because a girl is not allowed to give her opinion relating to her own marriage. Just as the people have the right to choose their representatives, the girl should also be allowed to have a role in the selection or choice of her husband.

(b) The second statement is undemocratic because the student is not being allowed to ask questions.

(c) The third statement is democratic because it calls for the reduction of working hours according to the law.

**9** Consider the following facts about a country and decide if you would call it a democracy. Give reasons to support your decision.

(a) All the citizens of the country have right to vote. Elections are held regularly.

(b) The country took loan from international agencies. One of the conditions for giving loan was that the government would reduce its expenses on education and health.

(c) People speak more than seven languages but education is available only in one language, the language spoken by 52% people of that country.

(d) Several organisations have given a call for peaceful demonstrations and nationwide strikes in the country to oppose these policies. Government has arrested these leaders.

(e) The government owns the radio and television in the country. All the newspapers have to get permission from the government to publish any news about government's policies and protests.

*Ans.* (a) A country where all the citizens have a right to vote and elections are held regularly can certainly be called democratic, because the basic conditions are being fulfilled.

(b) Democratic countries are generally welfare states. If a country reduces expenses on education and health, it will definitely harm the people. Thus, the country is undemocratic, as it could only get the loan by reducing its expenses on education and health.

(c) In a multi-lingual country, making any one language as the official language or national language is a complicated situation. In democracy, people should enjoy the freedom to have education in their own language. Thus, the country is undemocratic.

(d) The country is not democratic because the people are not allowed to hold peaceful demonstrations or oppose government policies.

(e) A country which imposes censorship of both print and electronic media is undemocratic because freedom of speech and expression is a fundamental right of the people in a democracy.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** Democracy is a form of government in which the rulers are elected by
(a) rich people (b) royal families
(c) the king (d) the people

*Ans.* (d) the people

**2** In a democracy, the final decision-making power is in hands of those who are
(a) nominated by the government
(b) elected by the people
(c) authorised by the President to do so
(d) authorised by the Prime Minister to do so

*Ans.* (b) elected by the people

**3** Which of the following features of democracy is/are responsible to improve the quality of decision-making?
(a) Democracy is based on consultation and discussion
(b) Democratic decisions always involve many persons
(c) Decisions are taken after discussions and meetings
(d) All of the above

*Ans.* (d) All of the above

**4** When did General Pervez Musharraf led a military coup in Pakistan?
(a) October 1999 (b) July 1997
(c) August 2000 (d) April 2000

*Ans.* (a) October 1999

**5** In which year, General Pervez Musharraf held a referendum which granted him five years extension as a President?
(a) 2004 (b) 2003
(c) 2000 (d) 2002

*Ans.* (d) 2002

**6** How many members (approx) are elected to the National People's Congress from all over China?
(a) 3000 (b) 3100
(c) 3200 (d) 4000

*Ans.* (a) 3000

**7** After which regular intervals, elections are held in China for electing the country's Parliament?
(a) 6 years (b) 4 years
(c) 5 years (d) 7 years

*Ans.* (c) 5 years

**8** Which party always won elections in Mexico since its independence in 1930 until 2000?
(a) Mexican Revolutionary Party
(b) Institutional Revolutionary Party
(c) Socialist Revolutionary Party
(d) Institutional Party

*Ans.* (b) Institutional Revolutionary Party

**9** Since its independence in ....., Mexico holds elections after every six years to elect its President.
(a) 1930 (b) 1928
(c) 1935 (d) 1947

*Ans.* (a) 1930

**10** 'One person, One vote means
(a) All person must vote for one person.
(b) Each person has one vote and each vote has one value.
(c) Each person can vote only once in his life.
(d) None of the above

*Ans.* (b) Each person has one vote and each vote has one value.

**11** When did Zimbabwe attained independence from White minority rule?
(a) 1970 (b) 1980
(c) 1985 (d) 1987

*Ans.* (b) 1980

**12** Which one of the following is considered as an accountable form of government?
(a) Autocratic government
(b) Dictator government
(c) Democratic government
(d) Military government

*Ans.* (c) Democratic government

**13** Which one of the following is not followed in a democratic form of government?
(a) Dignity of citizens
(b) Assurance of political rights to the citizens
(c) Restriction on freedom of speech and expression
(d) Consultation in decision-making

*Ans.* (c) Restriction on freedom of speech and expression

**14** The principle of democracy is applicable to
(a) right of speech only (b) political rights only
(c) any sphere of life (d) right to life only

*Ans.* (c) any sphere of life

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**15** What do we mean by a democratic decision?
(a) Decision taken by a Parliament
(b) Decision taken by an executive
(c) Decision taken by the head of a state
(d) Decision taken by discussions and consultations

*Ans.* (d) Decision taken by discussions and consultations

**16** In context of an ideal democracy, "True democracy will come to this country only when no one goes ....."
(a) unemployed (b) landless
(c) hungry to bed (d) None of these

*Ans.* (c) hungry to bed

**17** Which form of government requires all citizens to take part in politics?
(a) Monarchy (b) Dictatorship
(c) One-party government (d) Democracy

*Ans.* (d) Democracy

**18** Arrange the following in correct sequence.
i. Military coup in Pakistan
ii. Legal Framework Order in Pakistan
iii. Mexico got its independence
iv. Zimbabwe attained independence
**Codes**
(a) iv, ii, iii and i (b) iii, iv, i and ii
(c) i, ii, iii and iv (d) ii, i, iv and iii

*Ans.* (b) iii, iv, i and ii

**19** Find the incorrect option.
(a) Democracy is based on a fundamental principle of political equality.
(b) Democracy enhances the dignity of citizens.
(c) Democracy leads to corruption, as it is based on electoral competition.
(d) A democratic government is not accountable form of government.

*Ans.* (d) A democratic government is not accountable form of government

## Match the Following

**20**

| | List I | | List II |
|---|---|---|---|
| A. | Legal Framework Order | 1 | Ruling party in China |
| B. | National People's Congress | 2 | Issued by Musharraf |
| C. | Institutional Revolutionary Party | 3 | Leader Robert Mugabe |
| D. | ZANU-PF | 4 | Formed in 1930 in Mexico |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 2 | 1 | 4 | 3 |
| (c) | 4 | 1 | 2 | 3 |

*Ans.* (a)

| | A | B | C | D |
|---|---|---|---|---|
| (b) | 1 | 2 | 3 | 4 |
| (d) | 3 | 4 | 1 | 2 |

## Picture Based Questions

**21** What is the message given by the people in this image?

(a) Equality of right to vote and equal value of each man's vote.
(b) Elections must offer a real choice between political parties.
(c) Political equality is a right of each individual.
(d) None of the above

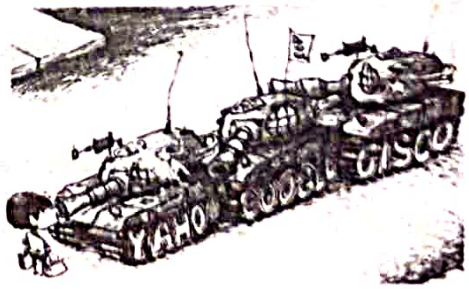
*Ans.* (a) Equality of right to vote and equal value of each man's vote.

**22** What does the crown of leaves on democracy in the picture represent?

(a) Sign of victory (b) Sign of wisdom
(c) Sign of loss (d) None of these

*Ans.* (a) Sign of victory

**23** What event does this picture represent?




(a) Massacre in Tiananmen square in 1989.
(b) Restriction by Chinese Government on Internet
(c) Chinese Government declaring war.
(d) None of the above

*Ans.* (b) Restriction by Chinese Government on Internet

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**24** What does the hidden side of the dictator in the picture depicts?

(a) Brutal side of the dictator
(b) Courage of the dictator
(c) Brutal side of the dictator
(d) None of the above

*Ans.* (c) Brutal side of the dictator

**25** What does the given picture depicts?

UNITY, DEMOCRACY SECULARISM, EQUALITY
INDUSTRIAL GROWTH, ECONOMIC PROGRESS,
TRADE, FOREIGN COLLABORATION, EXPORT INCREASE,
THUS THERE HAS BEEN SPECTACULAR PROGRESS..
AND NOW WE ARE DETERMINED TO REMOVE POVERTY, PROVIDE DRINKING WATER, SHELTER, FOOD,
SOCIALISM'S YEARS

(a) 50 years of Independence
(b) Contribution of political leaders
(c) Fake promises of the politicians
(d) None of the above

*Ans.* (c) Fake promises of the politicians

## Fill in the Blanks

**26** The ..... of China always forms the Government in China.

*Ans.* Communist Party

**27** In Saudi Arabia, women did not have the right to vote till ..... .

*Ans.* 2015

**28** In Estonia, there is difference on the basis of ..... , therefore people belonging to Russian origin find it difficult to get the right to vote.

*Ans.* minority

**29** Inspite of elections, the final power rested with ..... so Pakistan cannot be called a democracy.

*Ans.* General Parvez Musharraf

**30** People's representatives sit together to take decisions in a governmental set up called as ..... .

*Ans.* Democracy

## Correct and rewrite

**31** A democratic decision involves no consultation with and no consent of all those people who are affected by that decision.

*Ans.* A democratic decision involves consultation with and consent of all those people who are affected by that decision.

**32** In August 2000, Musharraf issued a 'Legal Framework Order' that amended the constitution of Mexico.

*Ans.* In August 2002, Musharraf issued a 'Legal Framework Order' that amended the Constitution of Pakistan.

## Assertion / Reason

**33** **Assertion** (A) A democratic government can do whatever it likes, simply because it has won an election.
**Reason** (R) A democratic government rules within limits set by constitutional law and citizen's rights.

*Choose the correct option from the following*
**Codes**
(a) Both *A* and *R* are correct and *R* is the correct explanation of *A*
(b) Both *A* and *R* are correct, but *R* is not the correct explanation of *A*
(c) A is true, but *R* is false
(d) A is false, but R is true

*Ans.* (d) A is false, but R is true

**34** **Assertion** (A) Democracy is not a magical solution for all the problems.
**Reason** (R) Democracy as a form of government only ensures that people take their own decisions.

*Choose the correct option from the following*
**Codes**
(a) Both *A* and *R* are correct and *R* is the correct explanation of *A*
(b) Both *A* and *R* are correct, but *R* is not the correct explanation of *A*
(c) A is true, but *R* is false
(d) A is false, but R is true

*Ans.* (a) Both *A* and *R* are correct and *R* is the correct explanation of *A*

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## Very Short Answer Questions

**35** Which country out of France, USA, Myanmar and India is not a true democratic country?

*Ans.* Myanmar is not a true democratic country because it is ruled by military rulers.

**36** What was the designation taken by Pervez Musharraf for himself when he overthrew the democratic government of Pakistan in 1999?

*Ans.* General Pervez Musharraf declared himself the Chief Executive of Pakistan when he overthrew the democratic government of Pakistan in 1999.

**37** With what motive did General Pervez Musharraf issue a 'Legal Framework Order' in August 2002?

*Ans.* The motive was to ensure that he had the ultimate power to decide how he wanted Pakistan to be ruled.

**38** Suggest one of the important features of democracy.

*Ans.* One important feature of democracy is that the final decision-making power rests with those elected by the people.

**39** Which party always forms the government in China?

*Ans.* The Communist Party of China always forms the Government in China.

**40** What is the name of the Chinese Parliament?

*Ans.* The name of the Chinese Parliament is National People's Congress ('Quanguo Renmin Daibiao Dahui' in Chinese Mandarin language).

**41** From 1930, which country holds elections after every six years and which has never been under a military or dictator's rule?

*Ans.* The country is Mexico.

**42** Do the women of Saudi Arabia have the right to vote?

*Ans.* Till 2015, the women of Saudi Arabia did not have the ight to vote. But now, they have been given this right.

## Short Answer (SA) Type Questions

**1** Mention three essential features of democracy.

or What is democracy? Which are its two features?

*Ans.* Democracy is a form of government in which the rulers are elected by the people.

*Some features of democracy are*

(ii) A democracy must be based on a free and fair election, where those currently in power have a fair chance of losing also.

(*ii*) In a democracy, each adult citizen must have one vote and each vote must have one value.

(*iii*) In a democracy, government rules within limits set by constitutional law and citizens' rights.

**2** Why are China, Estonia and Saudi Arabia not truly democratic countries? State one reason for each one of them.

or Why are China and Saudi Arabia non-democratic countries though they declare themselves as democracies? State one reason for each of the countries.

*Ans.* *China, Estonia and Saudi Arabia are not truly democratic countries because*

(*i*) In China, before contesting the election, the candidate needs the approval of the Chinese Communist Party.

(*ii*) Estonia made its citizenship rules in such a manner that people belonging to Russian minority find it difficult to get the right to vote.

(*iii*) In Saudi Arabia, women did not have the right to vote, until 2015.

Although these countries declare themselves as democracies, the fundamental principle of 'political equality ' is denied in all the cases. Thus, these are not truly democratic countries.

**3** State the freedoms which are usually taken away when democracy is overthrown by a military regime.

*Ans.* *The freedoms usually taken away by a military regime are*

(*i*) There will be no freedom of expression and speech.

(*ii*) In a non- democratic government, the rulers do not have to act according to the wishes of the people. The needs of the people can be ignored by the military ruler.

(*iii*) In democracy, no one is a permanent loser or winner. But in a military regime, the same ruler or ruling party can rule the country for a very long time.

(*iv*) In a military regime, there is no freedom to form political associations or organise protests and political action. Political freedom of the citizen is completely denied in a military regime.

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**4** Is China a democratic country? Give two arguments in favour of your answer.

or China is a communist country where elections are held after every five years but still it cannot be called a democratic country. Explain the reason.

*Ans.* *China is not a democratic country because*

(*i*) For contesting election to the Chinese Parliament, the candidates need the approval of the Chinese Communist Party. The people contesting the elections, should be the member of any of the eight parties only. No other party is allowed to contest in the elections.

(*ii*) There is one party rule, i.e. Communist Party of China, which is not the indication of a true democracy.

Therefore, China cannot be said to be a true democracy.

**5** 'Till 2000, Mexican people seem to have a choice to elect their leader, but practically they had no choice.' Support this statement with three suitable reasons.

*Ans.* In Mexico, people seemed to have a choice as elections were held regularly. But in practice, they had no choice because there was no way the ruling party could be defeated even if most of the people were against it.

Until the elections held in the year 2000, every election in Mexico was won by a party called PRI (Institutional Revolutionary Party). Opposition parties did contest elections, but never managed to win due to illegal means used by PRI to win elections *like*

(*i*) Government employees were forced to attend party meetings.

(*ii*) Teachers in government schools forced students' parents to vote for the PRI.

(*iii*) Media mostly ignored the activities of opposition political parties except criticising them.

(*iv*) Sometimes polling booths were shifted from one place to another at the last minute, making it difficult for people to cast their votes.

(*v*) The PRI spent a large sum of money in the campaign for its candidates.

**6** Which three rights should every citizen of a democratic country get?

*Ans* *In a democracy, citizens get three basic rights which are*

(*i*) Free to express their opinion in public, to form associations, to protest and take other political actions.

(*ii*) Equality before law.

(*iii*) Protection of rights by an independent judiciary whose orders are obeyed by everyone.

**7** 'Democracy is all about political competition and power play. There is no scope for morality'. Justify the statement by giving arguments against democracy.

*Ans.* It is a fact that in a democracy, the majority decides what is to be done, whether it is right or wrong. Thus it is a play of power, whether it is morally right or wrong.

*The arguments against democracy are*

(*i*) Democracy leads to corruption, as it is based on electoral competition. Elections can be won by money power, muscle power, or both.

(*ii*) Many elected leaders do not work for the best interest of the people as their interest lies in political competition and winning the elections only.

(*iii*) Bad, unwise and faulty decisions are sometimes taken, as there is power play in democracy.

**8** "Democracy is considered the best form of government and is clearly better than any other alternative." Mention three relevant points that show what it offers.

*Ans.* *The three relevant points that show what democracy offers are*

(*i*) A democratic government is a more accountable form of government. A democracy requires that the rulers have to attend to the needs of the people.

(*ii*) Democracy is based on negotiation and deliberation, which improves the quality of decision-making.

(*iii*) It allows us to correct our own mistakes. In democracy, there is always a scope that the rulers can change their wrong decisions or the rulers themselves can be changed.

**9** How does democracy improve the quality of decision-making?

*Ans.* Democracy is based on consultation and discussion. A democratic decision always involves many persons, discussions and meetings. Those who are not powerful have the same say in taking the decisions as those who are powerful.

The elected representatives come from different backgrounds. They all are given equal rights to tell their views on a particular issue. This process may be time-consuming, but it reduces the chances of rash or irresponsible decisions. Thus, the lengthy process of taking decisions on any important issue in democracy improves the quality of the decision-making.

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**10** Explain the meaning of representative democracy. How is it significant in the contemporary world?

*Ans* Representative democracy is a form of government founded on the principle of elected individuals representing the people, as opposed to autocracy and direct democracy.

*Representative democracy is significant in the contemporary world due to the following reasons*

(*i*) The representatives form an independent ruling body charged with the responsibility of acting in the people's interest.

(*ii*) Today representative democracies are much more common than direct democracies.

(*iii*) Representative democracy usually has a Parliament. The members of Parliament are elected through universal adult franchise.

(*iv*) This practice enhances the dignity of citizens.

**11** Read the following and answer the questions.

**Source A Free and fair electoral competition**

In the Mexican example, people seemed to really have a choice but in practice they had no choice. There was no way the ruling party could be defeated, even if people were against it. These are not fair elections.

(i) To what extent do you think that Mexico is not a democratic country?

**Source B What is Democracy**

The army rulers of Myanmar were not elected by the people. Those who happened to be in control of the army became the rulers of the country. People had no say in this decision. Dictators like Pinochet (Chile) are not elected by the people. This also applies to monarchies. The kings of Saudi Arabia rule not because the people have chosen them to do so but because they happen to be born into the royal family.

(ii) What similarity can be seen in the political structures of different countries mentioned here.

**Source C One person, One Vote, One Value**

In Fiji, the electoral system is such that the vote of an indigenous Fiji has more value than that of an Indian-Fijian. Democracy is based on a fundamental principle of political equality. That gives us the third feature of democracy: **in a democracy, each adult citizen must have one vote and each vote must have one value.**

(iii) In your opinion can Fiji be called a democracy?

*Ans.* (*i*) Mexico cannot be considered a democratic country. To a certain extent, it is a democracy as elections are held. However, people have no choice as the ruling party cannot be defeated. This means elections are not held in a fair and clean way, so it cannot be considered as a democracy.

(*ii*) The political structures of the countries mentioned in the paragraph are Myanmar, Chile and Saudi Arabia. The political structures show that these countries are monarchies and there is no democracy. Military rule in Myanmar, Dictatorship in Chile and rule by Royal family in Saudi Arabia shows the absence of democracy.

(*iii*) To a certain extent, Fiji is a democratic country because government is chosen by the system of elections. However, the electoral system points to a loophole. Indian-Fijian's vote has less value than indigenous Fijian. Therefore, the country do not has true democracy.

## Long Answer (LA) Type Questions

**1** Why Pakistan under General Musharraf can not be called a democracy? State any five reasons.

*Ans.* *Pakistan under General Musharraf cannot be called a democracy due to following reasons*

(*i*) General Musharraf conducted a military regime in October 1999, overthrowing a democratically elected government.

(*ii*) In 2002, Musharraf organised a referendum which, was based on malpractices and fraud.

(*iii*) In August 2002, Musharraf issued a 'Legal Framework Order' to give him the power to dismiss the national and provincial assemblies, which is undemocratic.

(*iv*) The work of the civilian cabinet was supervised by a National Security Council dominated by military officers, none of whom were elected. This is also undemocratic.

(*v*) In a democracy, elections were held and the elected representatives have some powers. However, in this case the final power rests with military officers and General Musharraf himself, which is against democracy.

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**2** Elections in China do not represent people's verdict. Explain.

or Why can't the democratic set-up in China be called a true democracy? Explain.

*Ans.* Elections in China do not represent people's verdict as the candidate standing for election needs the approval of the Chinese Communist Party. He must belong to the party or the eight parties associated with it.

Thus, the elections do not offer the people any serious choice, as it is a one-party election and all voters must vote for this party only. The people's Congress also includes some members elected by the Chinese army.

The China's Parliament, having 3000 members elected from all over China, appoints the President of the country. Thus, it cannot be called a true democracy.

**3** How did Robert Mugabe's party ZANU PF violate the features of a democratically elected government?

*Ans.* *Robert Mugabe's party ZANU PF violated the features of a democratically elected government by adopting the following methods*

(*i*) The Constitution was changed several times to increase the powers of the President and make him less accountable. A law has been made for limiting the right to criticise the President.

(*ii*) Opposition party workers are harassed and their meetings are disrupted.

(*iii*) Public protests and demonstrations against the government are declared illegal.

(*iv*) Television and radio are controlled by the government and give only the ruling party's version.

(*v*) The government harasses those journalists who go against it.

(*vi*) The government has ignored some court judgements that went against it and has pressurised judges.

**4** Write any five arguments in favour of democracy.

or Why is democracy better than any other form of government? Write five arguments to support your answer.

*Ans.* *Five arguments in favour of democracy are*

(*i*) A democratic form of government is a better government because it is a more accountable form of government. A democracy requires that the rulers have to attend to the needs of the people.

(*ii*) Democracy is based on consultation and discussion. Although it takes time, this process reduces the chances of rash and irresponsible decisions. Thus, democracy improves the quality of decision-making.

(*iii*) Democracy provides a method to deal with differences and conflicts in society. In a diverse country like India, democracy keeps our country together.

(*iv*) As democracy is based on the principle of political equality, it enhances the dignity of citizens.

(*v*) Democracy is better than other forms of government because it allows us to correct our own mistakes. In democracy, there is a scope for public discussion on these mistakes.

**5** What are the difficulties people face in non-democratic countries?

*Ans.* *People face the following difficulties in non-democratic countries*

(*i*) People have no security of life.

*For example*, in Chile, thousands of people were killed by military rulers.

(*ii*) People are not free to express their opinions. Criticising the government or rulers in a non-democratic country would lead to severe punishments.

(*iii*) There is no freedom for the people either to elect their government or to be elected. Even if they find any government or rulers not benefiting them or looking after their well-being, they cannot change them.

(*iv*) No opposition parties or opposition leader is tolerated.

(*v*) In Poland during the regime of a non-democratic government, the workers are not allowed to form independent trade unions. Only such unions can survive which support the policies of the government.

(*vi*) In the absence of a democratic government, there is no socio-economic equality. Societies in such countries remain divided among privileged and non-privileged classes, which results in corruption in every department of the government.

(*vii*) Ordinary people cannot aspire for any good post. People are always at the mercy of the autocratic ruler or the dictator.

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**6** "Democracy is the most popular form of government emerging in modern times. Still its shortcomings cannot be ruled out." Justify the statement by assessing any five shortcomings of democracy.

*or* Even democracy has a fair share of demerits. Point out five such demerits.

*Ans.* *Shortcomings or demerits of democracy are*

(*i*) In the democratic form of government, leaders keep on changing, which leads to instability.

(*ii*) There is political competition and power play everywhere. This situation does not follow any rules of morality.

(*iii*) Elected leaders are unable to establish a close contact with people and therefore not able to know about the real problems of the people, which results in wrong decisions, delay of work, etc.

(*iv*) A large number of voters are illiterate. They do not know what is good for them. So, they cannot decide anything properly.

(*v*) Democracy leads to corruption, for it is based on electoral competition. To win the election, the political parties adopt corrupt practices.

**7** Read the extract and answer the following questions.

China's famine of 1958-1961 was the worst recorded famine in world history. Nearly three crore people died in this famine. During those day, India's economic condition was not much better than China. Yet India did not have a famine of the kind China had. Economists think that this was a result of different government policies in the two countries. The existence of democracy in India made the Indian government respond to food scarcity in a way that the Chinese government did not.

They point out that no large-scale famine has ever taken place in an independent and democratic country. If China too had multiparty elections, an opposition party and a press full to criticise the government, then so many people may not have died in the famine.

This example brings out one of the reasons why democracy is considered the best form of government Democracy is better than any other form of government in responding to the needs of the people. A non-democratic government may and can respond to the people's needs, but it all depends on the wishes of the people who rule.

(i) Policies adopted by a democratic government can change the condition of people in the country. Comment.

(ii) Explain with example, that democratic government is more responsive.

(iii) What did the Economists think on comparing the situation of India and China?

*Ans.* (*i*) The policies adopted by a democratic government are directed towards the welfare of the people. The Indian government's policy to reduce food scarcity resulted in avoidance of any large scale famines in the country.

But China, inspite of better economically developed than India, suffered from famine. This shows that policies of a democratic government can change the condition of the people.

(*ii*) Democracy is better and more responsive than any other form of government because it responds to the needs of the people. For instance, if China too had multiparty elections, an opposition party and a press which is free to criticise the government then, so many people may have not died in the famine. Democratic government is always more responsible towards the needs of the people.

(*iii*) The Economists think that this was the result of different government policies in the two countries. The existence of democracy in India made the Indian government respond to food scarcity in a way that Chinese government did not. They point out that no large-scale famine has ever taken place in an independent and democratic country.

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# Self Assessment

## Objective Type Questions

1. A democracy must be based on which type of elections?
   (a) Proportional election
   (b) Free and fair election
   (c) Both (a) and (b)
   (d) None of these
2. In which one of the following countries women do not have the right to vote?
   (a) Pakistan (b) Nepal (c) Afghanistan (d) Saudi Arabia
3. Which form of government requires all citizens to take part in politics?
   (a) Monarchy
   (b) Dictatorship
   (c) One-party government
   (d) Democracy
4. Mexico became independent in ..... .
5. In ..... Robert Mugabe was thrown out of power in Zimbabwe.
6. Find the incorrect
   (a) A democratic government can do whatever it likes because it has won an election.
   (b) Democratic government has to respect some basic rules.
   (c) Every office bearer has certain rights and responsibilities assigned by the constitution.
   (d) None of the above
7. Correct and rewrite
   Real democracy should not be compared with real forms or other modes of government like monarchy, dictatorship or others.
8. What is democracy in simple term?
9. When did General Musharraf bring back army rule in Pakistan?
10. How the President of China is elected?

## Short Answer (SA) Type Questions

11. What are the various forms of government? Describe them in brief.
12. Compare the democratic system in China with that of Mexico.
13. How does democracy enhance the dignity of citizens?
14. Assess any three conditions that apply to the way a democratic government is run after the elections.
15. Political parties in Bangladesh have agreed that a neutral government should rule the country at the time of elections. How will this ensure free and fair electoral competition?

## Long Answer (LA) Type Questions

16. It is said that democracy is not an ideal form of government. How should democracy be improved to make it an ideal form of government?
17. Is India a democratic country? Write any three arguments in favour of your answer.
18. According to you, what is the strongest argument for democracy? How does it make the people the rulers?
19. 'Democracy is based on consultation and discussion'. Explain this statement.

CHAPTER

# 02

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# Constitutional Design

In democracy, there are certain basic rules that the citizens and the government have to follow. All such rules together are known as **Constitution**[1]. It is the Supreme Law of the country. It determines the rights of citizens, the powers of the government and how the government should function. It also determines the relationship among people living in a territory (called citizens) and also the relationship between the people and government.

**Chapter Syllabus**

- Democratic Constitution in South Africa
- Why do we need a Constitution?
- Making of the Indian Constitution
- Guiding Values of the Indian Constitution

## Democratic Constitution in South Africa

South Africa became independent and got its democratic Constitution after a long struggle for freedom. **Nelson Mandela** fought for its freedom and for rights and equality among black and white people.

Alongwith seven other leaders, Nelson Mandela was sentenced to life imprisonment in 1964 for opposing the **apartheid**[2] regime. He spent 28 years in South Africa's most dreaded (fearful) prison, Robben Island.

## Struggle Against Apartheid

Apartheid was the name of a system of racial discrimination unique to South Africa. It was imposed by the white Europeans on South Africa.

During the 17th and 18th centuries, a large number of **whites** settled in South Africa and became the local rulers. Due to this settlement of whites, the system of apartheid divided the people on the basis of their skin colour.

1 Constitution Supreme law of a country, containing fundamental rules governing the politics and society in a country.
2 Apartheid The official policy of racial separation and ill-treatment of blacks followed by the government of South Africa between 1948 and 1989.

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The native people of South Africa made up about three-fourth of the population and were called **blacks**. Besides these two classes, there were people of mixed classes who were called **coloured** and **migrated Indians**.

## Discrimination Against Non-Whites

The white rulers treated all non-whites as inferiors. *The apartheid system started oppressing blacks in the following ways*

- The non-whites did not have voting rights and they were forbidden from living in white areas.
- The non-whites could work in white areas only if they had a permit.
- Trains, buses and all the public places like hotels, cinema halls, theatres, beaches swimming pools, public toilets, etc were separate for the whites and blacks. This was known as **segregation**.
- Blacks could not enter a church where the whites worshipped and even they did not have the right to form associations or protest against the whites.
- Since 1950, the blacks, coloured and Indians fought against the apartheid system. They launched protest marches and strikes. **The African National Congress** (ANC) led the movement.
- Many workers' unions, the Communist Party and sensitive whites joined the ANC to oppose apartheid. Apartheid was declared unjust and racist by several countries. But the government of South Africa continued the Apartheid system.

# Towards a New Constitution

As protests and struggles increased, the government changed its policies by repealing discriminatory laws. Ban on political parties and restrictions on the media were removed. After spending 28 years in jail, **Nelson Mandela** was released. Finally at the midnight of **26th April, 1994,** the new democratic state of the **Republic**[3] of South Africa emerged. The apartheid government came to an end, paving the way for the formation of a multi-racial government.

## Equality of Races in South Africa

After the emergence of the democratic South Africa, black leaders appealed to fellow blacks to forgive the whites for the **atrocities** they had committed while in power.

They wanted to build up a new South Africa based on equality of all races. The party that ruled through oppression and the party that led the freedom struggle compromise together to draw up a common constitution.

They included everybody in the society, whatever they might have done or represented in the past.

The whites agreed to the principle of majority rule and one person one vote. They also agreed to accept some basic rights for the poor and the workers. The blacks agreed that majority rule would not be absolute. So, they wrote down some rules which everyone had to obey and all future governments would have to follow.

These rules made up the Constitution of the new country.

The **preamble**[4] to the South African Constitution inspires democrats all over the world. Now, South Africa is seen as a model of **democracy**[5].

### Check Point 01

1 Name the Political party which led the movement against 'apartheid'.

2 At the mid-night of 26th April ....., the new democratic state of the Republic of South Africa emerged.

3 Nelson Mandela was sentenced to life imprisonment in ..... .

4 Suggest the name of a system of racial discrimination unique to South Africa.

5 South Africa is seen as a model of ..... .

# Why do we Need a Constitution?

Constitution is required to safeguard the interests of common people; whether they belong to major community or minor community.

*We need Constitution to fulfil following tasks*

(i) It generates a degree of trust and coordination among people that is necessary for the different kinds of people living together.

(ii) It specifies how the government will be constituted and who will have the power to make this decision.

(iii) It lays down limits to the powers of the government and also specifies the rights of the citizens.

(iv) It also expresses the aspirations of the people about creating a good society.

3 **Republic** A country in which the Head of State is elected and is not hereditary.
4 **Preamble** An introductory statement in a Constitution which states the reasons and guiding values of the Constitution.
5 **Democracy** It is a form of government which is chosen by the people to work for their welfare.

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## Making of the Indian Constitution

Indian's Constitution was drawn up under very difficult circumstances. The making of the Constitution for a huge and diverse country like India was not an easy affair. The country was born through a partition on the basis of religious differences.

The British left the decision to the rulers of princely states *i.e.*, to merge with India or Pakistan or remain independent. The Constitution-makers were anxious about the present and future of the nation.

## The Path to Constitution

The **consensus**[6] of creating the Indian Constitution had evolved during the freedom struggle.

There were different views regarding what path India should take after Independence, but some basic ideas were accepted by everyone. These basic ideas were **pivotal**[7] in the formation of the Indian Constitution.

### Discussion on Important Topics

In 1928, **Motilal Nehru** and eight other Congress leaders drafted a Constitution for India. At the **Karachi Session** of the **Indian National Congress** in 1931, the leaders decided how the Indian Constitution should look like.

Some important topics like. Universal Adult Franchise, Right to Freedom and Equality, Rights of Minorities, etc were discussed. Some basic values were accepted by all leaders much before the Constituent Assembly met to deliberate on the Constitution.

### Institutional Evolution

In 1937, elections for **Provincial Legislatures**[8] and **Ministries** were held all over British India. The Indian Constitution adopted many institutional details and procedures from colonial laws like the **Government of India Act, 1935.** After years of thinking and discussions, our leaders got the confidence to learn from other countries, but on their own terms.

Many of our leaders were inspired by the ideals of the French Revolution, the Socialist Revolution of Russia, the practice of Parliamentary democracy in Britain and the Bill of Rights in the US.

## The Constituent Assembly

Elections to the Constituent Assembly were held in July 1946. Its first meeting was held in December 1946. After partition of India and Pakistan, the Constituent Assembly was divided into Constituent Assemblies of India and Pakistan. The Constituent Assembly that wrote the Indian Constitution constituted 299 members.

The Assembly adopted the Constitution on 26th November, 1949. It came into effect on 26th January, 1950. To mark this day, 26th January is celebrated as Republic Day every year.

### Legitimacy of the Indian Constitution Today

The Constitution does not reflect the view of its members alone, but expresses a broad consensus of the time it originated.

Over the years, several groups have questioned some provisions of the Constitution but no large social group or political party has ever questioned its legitimacy.

Another reason for accepting the Constitution is that the Constituent Assembly represented the people of India. It could not be chosen directly by all the people, as there was no Universal Adult Franchise at that time.

The Constituent Assembly was elected by the members of the existing Provincial Legislatures. This ensured a fair geographical share of members from all regions of the country.

### Working of the Constituent Assembly

The Assembly was dominated by the Indian National Congress, which included a variety of political and regional groups of people.

It also represented members from different language groups, castes, classes, religions and occupations.

Finally, the Constituent Assembly worked in a systematic, open and consensual (with mutual consent) manner, which gave sacred quality to the Constitution.

### Drafting Committee and Constituent Assembly

**Drafting Committee** under the Chairmanship of **Dr BR Ambedkar** prepared a **draft**[9] Constitution for discussion.

The discussion of the draft Constitution took place **clause**[10] by clause. The members of the Drafting Committee completed the work in 114 days spread over three years.

6 Consensus A general agreement.
7 Pivotal Of crucial importance in relation to the development.
8 Provincial Legislature It is a governing body that makes laws and can also amend and repeal them.
9 Draft A preliminary version of a legal document.
10 Clause A distinct section of a document.

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More than two thousand **Constitutional amendments**[11] were made. Every document presented and every word spoken in the Constituent Assembly has been recorded and preserved. These are called **Constituent Assembly Debates** and have been printed in 12 bulky volumes.

These debates provide the reason behind every provision of the Constitution and are used to interpret the meaning of the Constitution.

## Important Members of Constituent Assembly

**Sardar Vallabhbhai Patel (1875-1950)** He was a lawyer and leader of Bardoli peasant Satyagraha. He was **Deputy Prime Minister** and Minister of Home, Information and Broadcasting in the Interim Government. He played a decisive role in the integration of the Indian princely states.

**Sarojini Naidu (1879-1949)** She was a poet, writer and political activist. She was among the foremost women leaders in the Congress. Later on she was appointed as **Governor** of UP.

**Dr Rajendra Prasad (1884-1963)** He was President of the Constituent Assembly. He was lawyer and known for his role in the Champaran Satyagraha. He was the **President of Congress** three times. Later on he became the **First President** of India.

**H C Mookherjee (1887-1956)** He was **Vice-Chairman of the Constituent Assembly,** reputed author, educationist, Congress leader, member of All India Christian Council and a member of the Bengal Legislative Assembly.

**Kanhaiyalal Maniklal Munshi (1887-1971)** He was an Advocate, Historian and Linguist. He was also a Congress leader and Gandhian. Later he became the minister in the Union Cabinet and founder of the Swatantra Party.

**Abul Kalam Azad (1888-1958)** He was an educationist, author, theologian, scholar of Arabic, Congress leader and active in the national movement. He opposed Muslim separatist politics. He was the first Education Minister in first Union Cabinet.

**Pt Jawaharlal Nehru (1889-1964)** He was the first Prime Minister of the Interim Government. He was a lawyer and Congress leader and was an advocate of socialism, democracy and anti-imperialism.

**'Tryst**[12] **with Destiny'** was a speech delivered by Jawaharlal Nehru to the Indian Constituent Assembly in the Parliament on the eve of India's Independence on 14th August, 1947.

**Dr Bhimrao Ramji Ambedkar (1891-1956)** He was **Chairman** of the Drafting Committee, social revolutionary thinker and agitator against caste divisions and caste based inequalities. He was the law minister in the first cabinet of post-independence India. He was the founder of Republic Party of India.

**TT Krishnamachari (1899-1974)** He was a **member** of Drafting committee, Entreprneur and Congress leader. Later, he was the **Finance Minister** in the Union Cabinet.

**Baldev Singh (1901-1961)** He was a successful entrepreneur and leader of the Panthic Akali Party in the Punjab Assembly and was a nominee of the Congress in the Constituent Assembly. He was the Defence Minister of the Union Cabinet.

**Shyama Prasad Mukherjee (1901-1953)** He was **Minister for Industry and Supply** in the Interim Government. Besides being an educationist and lawyer, he was active in Hindu Mahasabha. Later on he was the Founder President of the Bharatiya Jansangh.

**Somnath Lahiri (1901-1984)** He was a writer, editor and leader of the Communist Party of India. Later he became the Member of West Bengal Legislative Assembly.

**Jaipal Singh (1903-1970)** He was a sports man and an educationist. He was also the Captain of the First National Hockey Team. Later, he was the Founder President of Adivasi Maha Sabha and founder of Jharkhand Party.

**G Durgabai Deshmukh (1909-1981)** She was an advocate and public activist for women's emancipation. She founded the Andhra Mahila Sabha and was a Congress leader. She was the founder chairperson of Central Social Welfare Board.

# Guiding Values of the Indian Constitution

To understand the Indian Constitution properly we need to understand its overall philosophy. The **philosophy**[13] of the Constitution can be understood by knowing the views of some prominent leaders about our Constitution, as well as the Preamble to our Constitution.

11 **Constitutional Amendment** A change in the Constitution made by the Supreme legislative body in a country.
12 **Tryst** A meeting or a meeting place that has been agreed upon.
13 **Philosophy** The most fundamental principles underlying one's thoughts and actions.

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# The Dream and the Promise

*The views of Mahatma Gandhi, BB Ambedkar and Jawaharlal Nehru about constitution were*

## Mahatma Gandhi

Mahatma Gandhi was not a member of the Constituent Assembly, but many members of it followed his vision. In 1931, he had expressed himself in his magazine **Young India** that he wanted to frame a Constitution that provides an effective voice to the poor and underprivileged.

He wanted the Constitution to promote harmonious living of all communities in the country. It prohibits untouchability, use of intoxicating drinks and drugs in the country. It should give equality to women with men.

## Dr B R Ambedkar

Dr B R Ambedkar wanted political, social and economic equality for all. He is known as the **Father of the Indian Constitution**. He feared that if we deny equality in social and economic life for long, democracy will be in great danger.

## Jawaharlal Nehru

Jawaharlal Nehru wanted equality of opportunity to all, end of poverty and ignorance and control of diseases. He wanted all responsible persons to dedicate themselves to the service of society.

# Philosophy of the Constitution

The values that inspired and guided the freedom struggle formed the foundation for India's democracy. These values are included in a short statement of its basic values, which is called the **Preamble to the Indian Constitution.**

They guide all the Articles of the Indian Constitution. It is inspired by the American model of the Constitution which begins with a Preamble. The **Preamble** provides a standard to examine and evaluate any law and action of government, to find out whether it is good or bad. It is the **soul of the Indian Constitution.**

# The Preamble

The Preamble of the Constitution is like a poem on democracy. It contains the Philosophy on which the entire Constitution has been built.

*The preamble to the Indian Constitution is given below*

> **WE, THE PEOPLE OF INDIA,** having solemnly resolved to constitute India into a **SOVEREIGN, SOCIALIST, SECULAR, DEMOCRATIC REPUBLIC,**
>
> and to secure to all its citizens:
>
> **JUSTICE,** Social, Economic and Political;
>
> **LIBERTY** of thought, expression, belief, faith and worship;
>
> **EQUALITY** of status and of opportunity; and to promote among them all
>
> **FRATERNITY** assuring the dignity of the individual and the unity and integrity of the Nation;
>
> **IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

## Important Terms Used in Preamble

*The important terms used in Preamble are given below*

- **We, the People of India** The Constitution has been drawn up and enacted by the people of India through their representatives.
- **Sovereign** India is a free country and no external power can dictate to the Government of India.
- **Socialist** Wealth is generated socially and should be shared equally by society.
- **Secular** There is no official religion and all religions are treated with equal respect by the government.
- **Democratic** We have adopted a form of government in which people elect their rulers and hold them accountable.
- **Republic** The head of state is an elected person and it is not a hereditary position.
- **Justice** The laws would not discriminate between citizens on the basis of caste, religion and gender. The government would work for the welfare of the poor and oppressed so that social inequalities are reduced.
- **Liberty** Citizens are free to express their opinions and there are no unreasonable restrictions on their liberty.
- **Equality** All citizens are equal before the law, irrespective of differences in socio-economic conditions.
- **Fraternity** Each citizen should respect the feeling of brother-hood and no one should treat a fellow citizen as inferior.

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## Institutional Design

A constitution expresses the values and philosophy into institutional arrangements. Most of the Indian constitution details these arrangements. The Constitution describes the institutional arrangements in legal language.

The makers of the Constitution made a provision for making amendments to the Constitution from time-to-time. These changes are called **Constitutional Amendments.** *In its working, there are three major aspects*

(i) It lays down the procedure for choosing persons to govern the country, *i.e.* about elections.

(ii) It defines who will have how much power to take the decision.

(iii) It puts limits to what the government can do by providing some rights to the citizen that cannot be violated.

### Check Point 02

1 The Karachi Session of Indian National Congress was held in ..... .

2 The first meeting of Constituent Assembly was held in December ..... .

3 The Constituent Assembly that wrote the Indian Constitution constituted ..... members.

4 Name the Indian leader who used to write for the magazine young India in 1931.

5 Who is called the 'Father of the Indian Constitution'?

## SUMMARY

- **Constitution** is the Supreme Law of the country, which the citizens and the government have to follow.
- **Nelson Mandela** tried for treason by the white South African government and sentenced to life imprisonment in 1964 for daring to oppose the apartheid regime in his country.
- The **African National Congress** (ANC) was the umbrella organisation that led the struggle against the policies of segregation.
- Nelson Mandela was freed finally on 26th April, 1994 the new national flag of the Republic of South Africa was unfurled, marking the newly-born democracy in the world.
- The Indian struggle for freedom had helped in creating a consensus about making India into a democratic country.
- There were 299 members in the **Indian Constituent Assembly.** The Constitution was adopted on 26th November, 1949 and came into effect on 26th January, 1950
- The preamble declares India as a **sovereign, socialist, secular, democratic republic** which secures **justice liberty, equality** and **fraternity** for all its citizens.
- The Constitution lays down the procedures for formation of a government. It defines the distribution of power among various organs of the government.

# NCERT FOLDER

### *Check Your Progress on page 21*

**1** Does the story of South African struggle for freedom remind you of the Indian National Movement? Make a list of similarities and dissimilarities between the two on the following points

(a) Nature of colonialism

(b) Relationship between different communities

(c) Leadership: Gandhi/ Mandela

(d) Party that led the struggle: African National Congress/ Indian National Congress

(e) Method of struggle

*Ans.* Yes, the story of South African struggle for freedom reminds us of the Indian National Movement.

(*a*) Nature of colonialism

**Similarities** During the 17th and 18th centuries, the trading companies from Europe occupied South Africa forcibly in the same way that they had occupied India.

**Dissimilarities** Unlike India, a large number of whites had settled in South Africa and became the local rulers.

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(*b*) Relationship between different communities

**Similarities** The white rulers treated all non-whites as inferiors in both the countries. The whites regarded Indians and Africans inferior and uncivilised people.

**Dissimilarities** The relationship between different religions and regional communities in India was cordial. They all believed themselves to be Indians. But in South Africa, different communities like the whites, blacks, coloured people and Indians did not have cordial relations or respect for each other.

(*c*) Leadership : Gandhi/ Mandela

**Similarities** Both were apostles of truth and non-violence.

**Dissimilarities** Nelson Mandela was sentenced to life imprisonment; though Gandhiji was also put behind the bars several times, he was not sentenced to life imprisonment.

(*d*) Party that led the struggle : ANC/ INC

**Similarities** Both the African National Congress (ANC) and the Indian National Congress (INC) were umbrella organisations working at national level.

**Dissimilarities** The purpose of both the parties was different. ANC was fighting against apartheid and the segregation policies of the racial African Government, whereas the INC was fighting against the British rule in India.

(*e*) Method of struggle

**Similarities** Both the South African struggle and Indian National Movement followed the same policy, i.e. the policy of non-violence.

**Dissimilarities** In South Africa there was only one group, that of the moderates, who adopted peaceful means against the government, whereas in India besides the moderates, there were also the extremists, who used violent methods to attain their goal of freedom.

## Question on page 22

**2** This is not fair! What was the point in having a Constituent Assembly in India if all the basics were already decided?

*Ans.* We cannot say that there was no point in having a Constituent Assembly to discuss and frame a Constitution if the basics had already been decided. The basics were relating to right to freedom, Universal Adult Franchise and Rights of Minorities, which are the basis of any democratic society. These basics were the guiding principles which were further developed and expanded to establish a welfare state.

In a democracy, it is the Constituent Assembly which makes the Constitution with the help of the basics. So, the Constituent Assembly in India was established, even if all the basics were already decided.

## Check Your Progress on page 25

**3** Read the information about the makers of the Indian Constitution given in the side columns here. You don't need to memorise this information. Just give examples from these to support the following statements

(*a*) The Assembly had many members who were not with the Congress.

(*b*) The Assembly represented members from different social groups.

(*c*) Members of the Assembly believed in different ideologies.

*Ans.* (*a*) Sarat Chandra Bose (1889-1950), Jaipal Singh (1903-70), Bhimrao Ramji Ambedkar (1891-1956), Shyama Prasad Mukherjee (1901-53) were not with the Congress.

(*b*) *Some members who represented different social groups were*

(*i*) Vallabhbhai Patel – Landlords

(*ii*) Abul Kalam Azad – Muslims

(*iii*) Jaipal Singh – Tribals

(*iv*) Bhimrao Ranji Ambedkar – Depressed classes

(*c*) *The following members believed in different ideologies*

(*i*) Socialists and Communists – Pt Jawaharlal Nehru

(*ii*) Gandhian ideals – K M Munshi

(*iii*) Rightists – Sardar Vallabhbhai Patel

## Check Your Progress on page 27

**4** Read the three quotations carefully.

(*i*) I shall strive for a constitution which will release India from all thralldom and patronage... I shall work for an India in which the poorest shall feel that it is their country in whose making they have an effective voice; an India in which there shall be no high class and low class of people; an India in which all communities shall live in perfect harmony. There can be no room in such an India for the curse of untouchability or the curse of the intoxicating drinks and drugs.

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Women will enjoy the same rights as men... I shall be satisfied with nothing else.

(*ii*) On the 26th of January 1950, we are going to enter a life of contradictions. In politics we will have equality and in social and economic life we will have inequality. In politics we will be recognising the principle of one man one vote and one vote one value. In our social and economic life, we shall, by reason of our social and economic structure, continue to deny the principle of one man one value. How long shall we continue to live this life of contradictions?

How long shall we continue to deny equality in our social and economic life? If we continue to deny it for long, we will do so only by putting our political democracy in peril.

(*iii*) Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity..... .

Freedom and power bring responsibility. The responsibility rests upon this Assembly, a sovereign body representing the sovereign people of India. Before the birth of freedom we have endured all the pains of labour and our hearts are heavy with the memory of this sorrow. Some of those pains continue even now. Nevertheless, the past is over and it is the future that beckons to us now.

That future is not one of ease or resting but of incessant striving so that we may fulfil the pledges we have so often taken and the one we shall take today. The service of India means the service of the millions who suffer. It means the ending of poverty and ignorance and disease and inequality of opportunity. The ambition of the greatest man of our generation has been to wipe every tear from every eye. That may be beyond us, but as long as there are tears and suffering, so long our work will not be over.

(*a*) Can you identify central idea that is common to all these three quotations?

*Ans.* The central idea that is common to all these three quotations is the ending of inequality in Indian society.

(*b*) What are the differences in their ways of expressing that common idea?

*Ans.* *The differences in expressing their common ideas is given below*

- **Gandhiji** strived for an India in which there should be no higher or lower class of people and all communities should live in perfect harmony.
- **Dr BR Ambedkar** felt that, in term of politics people would have equality but in social and economic life people would face inequality.
- **Jawaharlal Nehru** believed that the service of India meant the service of the millions who suffered. It meant ending of poverty, ignorance, disease and inequality of opportunity among the people. It was the duty of the leader to remove the sufferings of common men.

## Check Your Progress on page 30

**5** Compare the Preambles to the Constitutions of the United States of America, India and South Africa.

(*a*) Make a list of ideas that are common to all these three.

*Ans.* *The ideas that are common to all these three are*

(*i*) Each of these Preambles starts with, "We, the people." It means, the source of all authority to govern these countries are the people of these countries.

(*ii*) In all these three, the idea of justice is embodied.

(*b*) Note down at least one of the major differences among them.

*Ans.* In the Preamble to the Constitution of the United States, there is a statement for the formation of a more perfect union, which is not there in the Preambles to the Indian and South African Constitutions.

(*c*) Which of the three makes a reference to the past?

*Ans.* The Preamble to the Constitution of South Africa makes a reference to the past.

(*d*) Which of these does not invoke God?

*Ans.* The Preambles to the Constitutions of the United States and India do not invoke God. Both the Preambles suggest that citizens have complete freedom to follow any religion. There is no official religion.

## Exercises on page 31

**1** Here are some false statements. Identify the mistake in each case and rewrite these correctly based on what you have read in this chapter.

(*a*) Leaders of the freedom movement had an open mind about whether the country should be democratic or not after independence.

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(b) Members of the Constituent Assembly of India held the same views on all provisions of the Constitution.

(c) A country that has a Constitution must be a democracy.

(d) Constitution cannot be amended because it is the Supreme Law of a country.

Ans. (a) Leaders of the freedom movement had a consensus that the country should be democratic after independence.

(b) The members of the Constituent Assembly of India held same views on the principles of the Constitution.

(c) A country that is democratic must have a Constitution.

(d) The Constitution needs to be amended because it has to be in accordance with people's aspirations and changes in society.

**2** Which of these was the most salient underlying conflict in the making of a democratic Constitution in South Africa?

(a) Between South Africa and its neighbours

(b) Between men and women

(c) Between the white majority and the black minority

(d) Between the coloured minority and the black majority

Ans. (d) Between the coloured minority and the black majority.

**3** Which of these is a provision that a democratic Constitution does not have?

(a) Powers of the head of the state

(b) Name of the head of the state

(c) Powers of the Legislature

(d) Name of the country

Ans. (b) Name of the head of the state

**4** Match the following leaders with their roles in the making of the Constitution

| | | | |
|---|---|---|---|
| (a) | Motilal Nehru | (i) | President of the Constituent Assembly |
| (b) | B R Ambedkar | (ii) | Member of the Constituent Assembly |
| (c) | Rajendra Prasad | (iii) | Chairman of the Drafting Committee |
| (d) | Sarojini Naidu | (iv) | Prepared a Constitution for India in 1928 |

Ans. (a)-(iv), (b)-(iii), (c)-(i), (d)-(ii).

**5** Read again the extracts from Nehru's speech "Tryst with Destiny" and answer the following

(a) Why did Nehru use the expression "not wholly or in full measure" in the first sentence?

(b) What pledge did he want the makers of the Indian Constitution to take?

(c) "The ambition of the greatest man of our generation has been to wipe every tear from every eye". Who was he referring to?

Ans. (a) Pt Jawaharlal Nehru used the expression 'not wholly or in full measure' because the task of building a large nation like India was a gigantic one which cannot even be completed in one's lifetime and thus not yet complete.

(b) Pt Jawaharlal Nehru wanted the makers of the Constitution to take a pledge of dedication to the service of the nation and her people and to the still larger cause of humanity.

(c) Pt Jawaharlal Nehru was referring to Mahatma Gandhi.

**6** Here are some of the guiding values of the Constitution and their meanings. Rewrite them by matching them correctly.

| | | | |
|---|---|---|---|
| (a) | Sovereign | (i) | Government will not favour any religion. |
| (b) | Republic | (ii) | People have the supreme right to make decisions. |
| (c) | Fraternity | (iii) | Head of the state is an elected person. |
| (d) | Secular | (iv) | People should live like brothers and sisters. |

Ans. (a)-(ii), (b)-(iii), (c)-(iv), (d)-(i).

**7** Here are different opinions about what made India a democracy. How much importance would you give to each of these factors?

(a) Democracy in India is a gift of the British rulers. We received training to work with representative legislative institutions under the British rule.

(b) Freedom struggle challenged the colonial exploitation and denial of different freedoms to Indians. Free India could not be anything but democratic.

(c) We were lucky to have leaders who had democratic convictions. The denial of democracy in several other newly independent countries shows the important role of these leaders.

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*Ans.* (*a*) Democracy in India was not a gift of the British rulers. It was decided by our Constituent Assembly that India will have a democratic form of government. At the same time we cannot ignore the fact that India received some training to work with representative legislative institutions under the Acts of 1919 and 1935.

(*b*) Freedom struggle against colonial exploitation contributed a lot to make India a democracy because it spread the idea of nationalism and inculcated the practice of making decisions by consensus.

(*c*) India had leaders like Mahatma Gandhi, Jawaharlal Nehru, Dr BR Ambedkar, etc who were in favour of Democracy. They drafted a democratic constitution. Whereas leaders like Kwame Nkrumah of Ghana, General Musharraf of Pakistan and the military leaders of Myanmmar left democratic convictions and denied democracy. Thus, we are lucky to have the above mentioned leaders who propagated the idea of democracy.

**8** Read the following extract from a conduct book for 'married women', published in 1912. 'God has made the female species delicate and fragile both physically and emotionally, pitiably incapable of self-defence. They are destined thus by God to remain in male protection - of father, husband and son - all their lives. Women should, therefore, not despair, but feel obliged that they can dedicate themselves to the service of men'.

Do you think the values expressed in this para reflected the values underlying our Constitution? Or does this go against the constitutional values?

*Ans.* No, the values expressed in the above paragraph do not reflect the values underlying our Constitution.

It goes against the constitutional values because in this paragraph, women are shown as unequal, weak and fragile who should serve men, whereas the Constitution provides equality for both men and women. The governmental policies also favour women to bring them in mainstream.

**9** Read the following statements about a constitution. Give reasons why each of these is true or not true.

(*a*) The authority of the rules of the Constitution is the same as that of any other law.

(*b*) Constitution lays down how different organs of the government will be formed.

(*c*) Rights of citizens and limits on the power of the government are laid down in the Constitution.

(*d*) A Constitution is about institutions, not about values.

*Ans.* (*a*) **Not true** Constitution is the Supreme law. It describes how government elects and their powers, rights of the citizens and their protection. This is totally different than any other law.

(*b*) **True** Constitution defines the role of the Legislature, the executive and the Judiciary and how they should be formed and by whom.

(*c*) **True** Constitution set up limits the power of government through different institutons and also talks about the right of citizens.

(*d*) **Not true** The Constitution contains all the values and which the institutions have to promote. The preamble to the Constitution is a shining example of this and states clearly that justice, liberty, equality and fraternity have to be promoted.

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## Objective Type Questions

### Multiple Choice Questions

**1** The title of autobiography written by Nelson Mandela is
(a) Long Walk to Freedom (b) The Story of My Life
(c) Running with Scissors (d) A Walk in the Woods
*Ans.* (a) Long Walk to Freedom

**2** Who gave this statement—"I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities"?
(a) BR Ambedkar (b) Nelson Mandela
(c) Aung San Suu Kyi (d) Nkrumah
*Ans.* (b) Nelson Mandela

**3** In which year Nelson Mandela was sentenced to life imprisonment?
(a) 1960 (b) 1982 (c) 1964 (d) 1952
*Ans.* (c) 1964

**4** The native people of South Africa are ..... in colour.
(a) black (b) white (c) blonde (d) red
*Ans.* (a) black

**5** Which organisation led the struggle against the policies of segregation in South Africa?
(a) The African National Congress
(b) Agang South Africa
(c) United Democratic Movement
(d) National Freedom Party
*Ans.* (a) The African National Congress

**6** Which national leader first tried to draft a Constitution for India?
(a) Jawaharlal Nehru (b) Motilal Nehru
(c) Mahatma Gandhi (d) BR Ambedkar
*Ans.* (b) Motilal Nehru

**7** From which of the colonial laws the Indian Constitution adopted many institutional details and procedures?
(a) Government of India Act, 1858
(b) Indian Councils Act, 1892
(c) Charter Act, 1853
(d) Government of India Act, 1935
*Ans.* (d) Government of India Act, 1935

**8** How many members were there in the Constituent Assembly, which wrote the Indian Constitution?
(a) 199 (b) 273 (c) 299 (d) 229
*Ans.* (c) 299

**9** The 'Bill of Rights' which inspired the Indian leaders is associated with which country?
(a) Ireland (b) France
(c) Canada (d) USA
*Ans.* (d) USA

**10** The Constituent Assembly represented to whom?
(a) Indian National Congress
(b) Muslim League
(c) The People of India
(d) Princely States
*Ans.* (c) The People of India

**11** Some basic values were accepted by all leaders much before the ..... met to deliberate on the Constitution.
(a) Constituent Assembly (b) All Party Meeting
(c) Simon Commission (d) None of these
*Ans.* (a) Constituent Assembly

**12** India became a Republic on which of the following date?
(a) 26 November, 1949 (b) 22 July, 1949
(c) 26 January, 1950 (d) 15 August, 1947
*Ans.* (c) 26 January, 1950

**13** Young India was a
(a) political party (b) extremist group
(c) magazine (d) moderate group
*Ans.* (c) magazine

**14** Who among the following considered that the truth and non-violence are key ingredients of their philosophy?
(a) Mahatma Gandhi (b) Nelson Mandela
(c) Subhash Chandra Bose (d) Both (a) and (b)
*Ans.* (d) Both (a) and (b)

**15** The Constitution begins with a short statement of its basic values called the
(a) Resolution (b) Preamble
(c) Preface (d) Schedule
*Ans.* (b) Preamble

**16** Who gave a historical speech 'Tryst with Destiny' on 15 August, 1947?
(a) Mahatma Gandhi
(b) Jawaharlal Nehru
(c) Shyama Prasad Mukherjee
(d) Dr BR Ambedkar
*Ans.* (b) Jawaharlal Nehru

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**17** Consider the following statement regarding the Indian Constitution.
(a) It is a detailed document which is rigid in nature.
(b) It puts limits to what the government can do for providing rights to its citizens.
(c) The Constitution was enforced on 26th January, 1950.
(d) Both (b) and (c)

*Ans.* (d) Both (b) and (c)

**18** Find the incorrect option from the following.
(a) Dr. B.R Ambedkar was the Chairman of Drafting Committee.
(b) Shyama Prasad Mukharjee was the founder President of the Bhartiya Jansangh.
(c) Mahatma Gandhi was a member of Constituent Assembly.
(d) HC Mookherjee was the Vice-Chairman of the Constituent Assembly.

*Ans.* (c) Mahatma Gandhi was a member of Constituent Assembly.

**19** Find the incorrect option from the following.
(a) Preamble is the soul of Indian Constitution.
(b) Preamble provides a standard to examine and evaluate any law and action of government.
(c) Preamble is an interoductory statement in a Constitution
(d) None of the above

*Ans.* (d) None of the above

**20** Arrange the following in correct sequence.
i. The Constituent Assembly adopted the Constitution.
ii. Elections for provincial Legislatures and Ministries were held all over British India.
iii. Motilal Nehru and eight other Congress leaders drafted a Constitution for India.
iv. Karachi Session of Indian National Congress was held.

**Codes**
(a) iii, iv, ii and i (b) i, iii, ii and iv
(c) iv, iii, i and ii (d) ii, i, iv and iii

*Ans.* (a) iii, iv, ii and i

## Match the Following

**21**

| List I | List II |
|---|---|
| A. TT Krishnamachari | 1. Vice-Chairman of Constituent Assembly |
| B. HC Mookheerje | 2. Member of Drafting Committee |
| C. Sardar Vallabh Bhai Patel | 3. Chairman of Constituent Assembly |
| D. Dr Rajendra Prasad | 4. Deputy Prime Minister |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 2 | 1 | 4 | 3 |
| (b) | 1 | 3 | 4 | 2 |
| (c) | 4 | 1 | 2 | 3 |
| (b) | 3 | 1 | 2 | 4 |

*Ans.* (a)

**22** The image captures the spirit of South Africa. Why it is known as a 'Rainbow nation'?

(a) Because the people are unified together like colours of rainbow despite of their different colour complextions.
(b) The spirit of South Africa inspired democrats all over the world.
(c) The determination of people helps them to unite and that leads to formation of a Rainbow nation.
(d) None of the above

*Ans.* (a) Because the people are unified together like colours of rainbow despite of their different colour complextions.

## Fill in the Blanks

**23** Elections to the Constituent Assembly were held in July ..... .

*Ans.* 1946

**24** The Constitution that constituted ..... members.

*Ans.* 299

**25** ..... was the Vice-Chairman of the Constituent Assembly.

*Ans.* HC Mookherjee

**26** ..... was the member of Drafting Committee, Entrepreneur and Congress Leader.

*Ans.* TT Krishnamachari

## Correct and Rewrite

**27** Nelson Mandela fought for the freedom of women in South Africa.

*Ans.* Neslon Mandela fought for the freedom, rights and equality among black and white people in South Africa.

**28** Consider the following statement and rewrite Dr BR Ambedkar didnot prepared a draft Constitution for discussion.

*Ans.* Dr BR Ambedkar prepared a draft Constitution for discussion. The discussion of the draft Constitution took place clause by clause.

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## Assertion/Reason

29 **Assertion** (A) The Constitution of a country is a set of written rules that are accepted by all people living in a country.
**Reason** (R) It generates a degree of trust and coordination among people that is necessary for different kinds of people living together.
*Choose the correct option*
(a) Both A and R are correct and R is the correct explanation of A
(b) Both A and R are correct, but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are correct and R is the correct explanation of A

30 **Assertion** (A) The white rulers treated all non-whites as inferiors.
**Reason** (R) The white rulers divided the people and labelled them on the basis of their skin colour.
*Choose the correct option*
(a) Both A and R are correct and R is the correct explanation of A
(b) Both A and R are correct, but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are correct and R is the correct explanation of A

31 **Assertion** (A) The Constituent Assembly was elected by the members of the existing provincial Legislatures.
**Reason** (R)It ensured a fair geographical share of members from all regions of the country.
*Choose the correct option*
(a) Both A and R are correct and R is the correct explanation of A
(b) Both A and R are correct, but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are correct and R is the correct explanation of A

## Very Short Answer Questions

32 For which offence was Nelson Mandela tried by the white South African government?

*Ans.* Nelson Mandela was tried for treason by the white South African government.

33 "I have fought against the white domination and I have fought against the black domination." Who said this sentence?

*Ans.* Nelson Mandela made this statement.

34 Prior to 1992, South Africa practised a form of racial discrimination. What is it termed as?

*Ans.* The racial discrimination practised in South Africa prior to 1992 was called apartheid.

35 In which country did a large number of 'whites' settle and become the local rulers?

*Ans.* The country is South Africa.

36 On the basis of what did the system of apartheid divide people?

*Ans.* On the basis of skin colour, the system of apartheid divided people.

37 On which day did South Africa gain independence from the rule of the white minority?

*Ans.* South Africa gained independence from the rule of the white minority on 26th April, 1994.

38 Which Constitution has inspired democrats all over the world?

*Ans.* The Constitution of South Africa has inspired democrats all over the world.

39 What did the white minority in South Africa wanted to protect through their new Constitution?

*Ans.* The white minority in South Africa wanted to protect their privileges and property through their new Constitution.

40 Which national leader tried to draft a Constitution for India a far back as in 1928?

*Ans.* Pandit Motilal Nehru tried to draft a Constitution for India in 1928.

41 When were the elections to the Constituent Assembly held in India?

*Ans.* The elections to the Constituent Assembly were held in July 1946.

42 After the partition of India and Pakistan, the Constituent Assembly was divided into how many Assemblies?

*Ans.* It was divided into two assemblies. The Constituent Assemblies of India and Pakistan were separated.

43 When did the Constituent Assembly adopt the Constitution of India?

*Ans.* The Constituent Assembly adopted the Constitution on 26th November, 1949.

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**44** Name some important members of the Constituent Assembly.

*Ans.* Some important members of the Constituent Assembly were Dr Rajendra Prasad, Dr B R Ambedkar, Pandit Jawaharlal Nehru, Dr S Radhakrishnan, K M Munshi, etc.

**45** Which part of the Indian Constitution is called soul of the Constitution?

*Ans.* The Preamble of the Indian Constitution is called soul of the Constitution.

## Short Answer (SA) Type Questions

**1** What do you mean by the 'Policy of Apartheid'? How did this policy come to an end?

*Ans.* The Policy of Apartheid was a system of racial discrimination unique to South Africa. It was imposed on the blacks by the white Europeans. In this system, the blacks were forbidden from living in white areas. They could work in white areas only if they had a permit. Trains, buses, and other public places like, hotels, hospitals, schools, colleges, etc were separate for the whites and the blacks. This policy came to an end on 26th April, 1994, when the Republic of South Africa was born with a multi-racial government.

**2** How did the blacks of South Africa fight against the practice of apartheid?

*or* Describe any three efforts made by the people of South Africa to struggle against the apartheid system.

*Ans.* Apartheid was the name of a system of racial discrimination unique to South Africa, which was imposed by the white Europeans on the blacks.
*The following three efforts were made by the people of South Africa to struggle against the apartheid system*

(*i*) From 1950 onwards, the blacks, coloured and Indians fought against the apartheid system. They launched protest marches and strikes.

(*ii*) The African National Congress led the struggle against this policy of segregation. Many workers' unions and the Communist Party joined this movement.

(*iii*) Many whites joined the ANC and played a leading role in this movement.

**3** "The system of apartheid followed in South Africa was unjust and racist." Support the statement with three points.

*or* "The apartheid system in South Africa was particularly oppressive for the blacks." Justify the statement with arguments.

*Ans.* *The system of apartheid followed in South Africa was unjust and racist because*

(*i*) The blacks were forbidden from living in white areas. They could work in white areas only if they had a permit.

(*ii*) Trains, buses and public places like hotels, hospitals, schools and colleges, etc were separate for the whites and blacks.

(*iii*) Blacks could not form associations or protest against the terrible treatment.

Thus, the apartheid system was particularly oppressive for the blacks.

**4** Outline the agreements made by both ethnic groups of South Africa for their Constitution.

*Ans.* *The agreement taken by both ethnic groups of South Africa for their Constitution were*

(*i*) There will be packages for the disadvantaged groups.

(*ii*) There will be freedom to practise any religion and speak any language.

(*iii*) Power will be shared by various groups so that there will be no racial or ethnic domination.

**5** What was the procedure adopted for making the Indian Constitution?

*Ans.* *The following procedure was adopted for making the Indian Constitution are*

- The 'Drafting Committee' chaired by Dr BR Ambedkar prepared a draft of the Indian Constitution for discussion.
- Several rounds of discussion took place on the Draft Constitution, clause by clause. The members worked for 114 days spread over three years.
- More than two thousand amendments were considered. Every document presented and every word spoken in the Constituent Assembly has been recorded and preserved.

**6** Throw some light on the composition of the Constituent Assembly.

*Ans.* The Constituent Assembly of India was made to draft the Constitution of India. It was constituted in 1946 under the provisions of the Cabinet Mission Plan. This Assembly originally had 389 members but due to the partition of the country, its membership was reduced to 299.

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The Constituent Assembly was composed of eminent persons like Pt Jawaharlal Nehru, Sardar Vallabhbhai Patel, Maulana Abdul Kalam Azad, Dr BR Ambedkar, etc. The women members like Sarojini Naidu and G Durgabai Deshmukh played an important role.

**7** Why do we accept even today the Constitution made by the Constituent Assembly more than 60 years ago? Explain any three reasons.

Ans. *Due to following reasons we accept even today the Constitution made by the Constituent Assembly more than 60 years ago*

(*i*) India is a land of diversity which is visible in the matters of caste, religion, region, language, economic status etc. In such a huge diversity conflicts are inevitable. But, the Constitution of India protects the interests of every section of society and laids the foundation for a harmonious society.

(*ii*) India has an experience of long colonial past and it remained a victim of colonial exploitations for centuries. But, after the implementation of the Constitution, we are sovereign which means no external powers can regulate us in any matters.

(*iii*) The Constitution of India has a flexible nature which opens enough scope for amendments, if required for the welfare of its citizens. To maintain law and order, the dignity and rights of the citizens, the Constitution made some provisions for amendment from time to time.

**8** Mention any three characteristics of the Indian Constitution.

or Highlight the salient features of the Constitution of India.

Ans. The Indian Constitution is very long and detailed document. *The features of Constitution are*

(*i*) Values that inspired and guided the freedom struggle are incorporated in the Constitution.

(*ii*) It generates trust and coordination that is necessary for different kinds of people to live together in our country.

(*iii*) The Indian Constitution lays down a procedure for choosing persons to govern the country. It specifies how the government will be constituted and who will have power to take which decisions.

(*iv*) The Indian Constitution needs to be amended quite regularly to keep it updated.

**9** What is the significance of the 'Preamble' to the Indian Constitution?

Ans. Indian Constitution begins with a short statement of its basic values. This is called the Preamble to the Constitution.

*It is very significant because*

(*i*) The Preamble to the Indian Constitution is like a poem on democracy. It contains the philosophy on which the entire Constitution has been built.

(*ii*) It is regarded as the soul of the Indian Constitution. It provides a standard to examine and evaluate any law and action of government to find out whether it is good or bad.

(*iii*) It guides all the Articles of the Indian Constitution.

**10** Read the sources given below and answer the following

**Source A Towards a New Constitution**

The South African constitution inspires democrats all over the world. A state denounced by the entire world till 1994 as the most undemocratic one is now seen as a model of democracy. What made this change possible was the determination of the people of South Africa to work together, to transform bitter experiences into the binding glue of a Rainbow nation.

(i) On what basis South Africa wanted to build a new nation? Justify

**Source B Path to Constitution**

Despite all the difficulties, there was a big advantage for the makers of the Indian Constitution. Unlike South Africa, they did not have to create a consensus about what a democratic India should look like. Much of this consensus had evolved during the freedom struggle. Our national movement was not merely a struggle against a foreign rule. It was also a struggle to rejuvenate our country and to transform our society and politics. There were sharp differences of opinion within the freedom struggle about the path, India should take after Independence.

(ii) To what extent it was difficult for India to frame a Constitution after Independence for a unified India? Illustrate.

**Source C Institutional Design**

Those who crafted the Indian Constitution felt that it has to be in accordance with people's aspirations and changes in society. They did not see it as a sacred, static and unalterable law. So, they made provisions to incorporate changes from time to time. These changes are called constitutional amendments.

The Constitution describes the institutional arrangements in a very legal language. It defines who will have how much power to take which decisions. And it puts limits to what the government can do by providing some rights to the citizen that cannot be violated.

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(iii) Why do you think Constitution framers make provisions for amendments in the Indian Constitution? Illustrate two reasons.

**Ans.** (*i*) South Africa wanted to build a new nation based on equality of all races, on democratic values, social justice and human rights.

(*ii*) *It was really difficult for India to frame a constitution after independence for a unified India because*

- The country was born through a partition on the basis of religious differences and it was a traumatic experience for all.
- At that time people emerged from the status of subjects to that of citizen.
- The political status of princely states were not certain and the country did not look secure.

(*iii*) The Constitution framers make provisions for amendments in the Indian Constitution because *of the following reasons*

- Indian Constitution had to be in accordance with people's aspirations and changes in the society.
- They were aware of the coming future needs of the fast changing Indian Society.

## Long Answer (LA) Type Questions

**1** Explain with five facts the transition from Apartheid to democracy and multi-racial government take place in South Africa.

**Ans.** *Following are the five facts that describe the transition from apartheid to democracy and multi-racial government in South Africa*

(*i*) After two years of discussion and debate leaders of South Africa came out with one of the finest Constitutions the world.

(*ii*) The new Constitution gave to its citizens the most extensive rights available in any country.

(*iii*) They decided that in the search for a solution to the problems, everybody was included and given equal rights and respect in the Constitution.

(*iv*) The leaders of South Africa agreed that everybody should become part of the solution, whatever they might have done or represented in the past.

(*v*) The apartheid government came to an end in South Africa paving way for the formation of a multi-racial government or a democratic government here.

**2** Evaluate how the white minority and the black majority agreed to draw up a common Constitution for South Africa.

*or* How was the new Constitution of South Africa formed?

**Ans.** *The white minority and the black majority agreed to draw up a common Constitution for South Africa in the following ways*

(*i*) The white regime changed its repressive policies and repealed its discriminatory laws. Ban on Political Parties and restrictions on media were lifted.

(*ii*) The Black leaders appealed to fellow blacks to forgive the whites for the atrocities committed by them.

(*iii*) There was long sessions of debates and discussions and they searched a solution to the existing problems.

(*iv*) It was agreed that everyone should be a part of the country irrespective of the differences and whatever they had done in the past.

(*v*) The constitution tried to build a new South Africa based on equality of all races and men and women, on democratic values, social justice and human rights.

**3** What is a Constitution? Why do we need a Constitution? Give any five reasons.

*or* Why do we need a Constitution in a democracy? Explain any three reasons.

*or* What is a Constitution? Why do we need a Constitution?

*or* Why do we need a Constitution? Describe any three main functions of a Constitution.

**Ans.** The Constitution of a country is a set of written rules that are accepted by all people living together in a country. Constitution is the Supreme Law that determines the relationship among people living in a territory (called citizens) and also the relationship between the people and government. *We need a Constitution because*

(*i*) It generates a degree of trust and coordination that is necessary for different kinds of people to live together.

(*ii*) It specifies how the government will be constituted and who will have power to take which decisions.

(*iii*) It lays down limits to the powers of the government and tells us what are the rights of the citizens.

(*iv*) It expresses the aspirations of the people about creating a good society.

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(v) The Indian Constitution safeguards the interests of minorities, the backward classes, poor and weaker sections of our society. It gives Universal Adult Franchise to all and establishes equality for all.

Thus, it has become a practice in all democracies to have a written Constitution.

**4** Explain five major factors which contributed to the making of our Constitution.

or "Formation of Indian Constitution was no less a struggle than that of South Africa." Do you agree? Explain with five arguments.

Ans. The making of the Constitution for a huge and diverse country like India was not an easy affair. *The major factors which contributed to the making of our Constitution were*

(i) People of India at that time were emerging from the status of subjects to that of citizens. They became conscious of their rights and privileges.

(ii) Our leaders gained confidence to learn from other countries, but on our own terms. Many of them were inspired by the ideals of the French Revolution.

(iii) Our leaders were also influenced by the practices of Parliamentary democracy in Britain and the Bill of Rights in the US.

(iv) Social Revolution in Russia inspired many Indians to think of shaping a system based on social and economic equality.

(v) The makers of the Constitution were not simply imitating the Constitution of other countries. At each step, they were questioning whether the values and ideals they accepted suited our country or not.

**5** Describe any five difficulties faced by the framers of the Indian Constitution.

Ans. *The difficulties faced by the framers of the Indian Constitution were*

(i) The first difficulty was that the Constitution had to ensure that the people were given certain fundamental rights, which had not been available earlier.

(ii) The second difficulty was as partition of the country was a shocking experience for the people as well as the lawmakers, they had to continue their deliberations in this background.

(iii) The third difficulty was the decision that British had left to the princely states to decide whether to join either country or remain independent. This problem had to be kept in mind while framing the Constitution.

(iv) The fourth difficulty in framing the constitution was preserving the interest of all the people as India was a vast and varied country with diverse regions, languages, cultures, customs and beliefs.

(v) The fifth difficulty was that the framers of the Indian Constitution had to ensure that the country remained united after the Constitution came into force.

**6** Assess the contribution made by the Constituent Assembly to form the Indian Constitution.

Ans. *The following were the contributions made by the Constituent Assembly to form the Indian Constitution are*

(i) It reflected the broad consensus of its time, i.e., its provisions were accepted by all major social groups and political parties.

(ii) It's formation ensured a fair geographical share of the members from all regions of the country.

(iii) It accomodated the opposition in a fair way and gave opportunities to raise their concerns before arriving at a conclusion.

(iv) It worked in a systematic and open way. First basic principles were decided and agreed upon and then the draft was prepared.

(v) Several rounds of long debates and discussions were held. Every document presented and words spoken were carefully recorded and preserved. This was done to keep a record for further reference.

**7** Highlight the salient features of the Constitution of India.

Ans. *The salient features of the Constitution of India are*

(i) Indian Constitution is the most unique and the longest written Constitution in the world, originally had 395 Articles which are further divided into 22 parts and 8 schedules.

(ii) With the help of Article 368, Parliament can amend the Constitution. Every part of the Constitution can be amended by Parliament except its 'basic structure'. Any law which violates the basic structure of the Constitution is declared unconstitutional and invalid by the court.

(iii) The Constitution provides certain fundamental rights to the citizens which are legally enforceable by a court of law.

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(iv) It provides a novel feature called "Directive Principles of State Policy", which are not legally enforceable by a court of law. These principles promote social and economic democracy and aim to establish India as a welfare state.

(v) It provides for Universal Adult Franchise as a basis of elections to the Lok Sabha and the state legislative assemblies. Those above the age of 18 can vote.

**8** "Indian Constitution is both rigid and flexible", explain.

*Ans.* Indian Constitution is both rigid and flexible, because the procedure of amendment is neither easy nor difficult. The Constitution has provided a federal structure for India. The jurisdictions of the Centre and states have been defined and demarcated. Both the Centre and the States have been authorised to exercise powers independently.

There are provisions which can change the federal structure into a unitary one. Amendments can be made only with the consent of both the Centre and the states. A special majority of the Union Parliament, i.e. a majority of not less than two-third votes is required to amend the Constitution. Thus, Indian Constitution enjoys the advantages of a combination of flexibility and rigidity.

**9** How has the Indian Constitution embodied the basic values into its institutional arrangements? Explain.

*Ans.* *The Indian Constitution embodied the basic values into its institutional arrangements as*

(i) Values that inspired and guided Indian freedom struggle and later developed by it formed the foundation of Indian democracy. These values were included in the Preamble of Indian Constitution.

(ii) The Indian Constitution begins with a short statement of its basic values. This is called the Preamble to the Constitution. Inspired by the American Constitution, Indian Constitution also begins with the Preamble.

(iii) The Preamble guide all the articles of the Indian Constitution. It contains the philosophy on which the entire Constitution in dependent.

(iv) The Preamble provides a standard to examine and evaluate any law and action of the government. It also determines whether it is good or bad.

(v) Indian Constitution embodies these values into institutional arrangement. But the laws of the constitution are not static and unalterable. These can be changed with people's aspirations and changes in society.

**10** What is Preamble? Explain any four guiding principles enshrined in the Preamble to the Indian Constitution?

*or* Explain any five major ideals enshrined in the Preamble to the Indian Constitution.

*Ans.* Preamble is an introductory statement in a Constitution, which states the reasons and guiding values of the Constitution. The Preamble is the soul of the Indian Constitution, which contains the philosophy on which the entire Constitution has been built. *The major guiding principles/ideals enshrined in the Preamble to the Indian Constitution are*

(i) **We the people of India** The Constitution has been drawn up and enacted by the people through their representatives and not handed down to them by a king or any outside power.

(ii) **Sovereign** People have supreme right to make decisions on internal as well as external matters.

(iii) **Socialist** Wealth is generated socially and should be shared equally by society.

(iv) **Secular** Citizens have complete freedom to follow any religion.

(v) **Democratic** A form of government where people enjoy equal political rights, elect their rulers and hold them accountable.

**11** Why is the Preamble very important?

*Ans.* The Constitution of the Republic of India is introduced to us through a wisely formulated and well written Preamble.

*The importance of Premble is*

(i) It declares India to be a *sovereign, socialist, secular* and *democratic republic.*

(ii) It envisages *justice - social, economic* and *political* for all the citizens of India.

(iii) It promises *liberty* of all types necessary for the individual, *i.e.*, freedom of thought and expression, freedom of faith, freedom of belief and of worship.

(iv) It would strive for *equality* of status and opportunity to all individuals.

(v) It promotes *fraternity* which assures the dignity of the individual and the unity and integrity of the nation.

(vi) It contains the philosophy on which the entire constitution has been built. It is the soul of Indian constitution.

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(*vii*) It provides a standard to examine and evaluate any law and action of government, to find out whether it is good or bad.

**12** Read the extract and answer the questions that follows

The white rulers treated all non-whites as inferiors slowly, the apartheid system started oppressing blacks. In this system, the non-whites did not have voting rights and they were forbidden from living in white areas.

The non-whites could work in white areas only if they had a permit. Trains, buses, taxis, hospitals, schools, colleges, etc were all separate for the whites and blacks. This was known as segregation. Blacks could not enter a church where the whites worshipped and even they did not have the right to form associations or protest against the whites. But, after the emergence of democratic South Africa, black leaders appealed to fellow blacks to forgive the whites for the atrocities they had committed while in power. They wanted to build up a new South Africa based on equality of all races.

(i) Which type of tactics did the white recist government of South Africa used to continue their rule?

(ii) "The apartheid system was particularly oppressive for blacks." Justify by giving two reasons.

(iii) What would have happened in South Africa if the black majority had decided to take revenge on the whites for all their oppression and exploitation?

*Ans.* (*i*) The white racist government continued to rule by detaining, torturing and killing thousands of black and coloured people.

(*ii*) The apartheid system was particularly oppressive for blacks because *of the following reasons*

(a) They were forbidden from living in white areas. They could work in white areas only if they had a permit to do so.

(b) They could not even visit the churches where the whites worshipped. Blacks could not form associations or protest against the terrible treatment.

(*iii*) If the blacks had not forgiven the whites for all their oppression and exploitation and decided to take revenge upon them, there would have been bloodshed every where.

It could have led to a division of the country and they would not be seen as a united and peaceful South Africa.

# Self Assessment

## **Objective** Type Questions

1. The native people of South Africa are ..... in colour.
   (a) black (b) white
   (c) blonde (d) red
2. Who was the chairman of the Drafting Committee that drafted the Indian Constitution?
   (a) Dr Rajendra Prasad
   (b) Jaipal Singh
   (c) Dr BR Ambedkar
   (d) Baldev Singh
3. The members of the Drafting Committee completed the work in ..... days.
4. What do you mean by 'Constitutional Amendments'?
5. Why is the term fraternity added in the Preamble?

## **Short Answer** (SA) Type Questions

6. Describe three weaknesses of democracy observed in India.
7. How was the Constituent Assembly formed?

## **Long Answer** (LA) Type Questions

8. What should the Indian Constitution effectively do to make India a democratic country? Explain.
9. What efforts were made to form a new Constitution after Independence in South Africa?
10. Give the historical development of the Constitution of our country.

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CHAPTER

# 03

# Electoral Politics

In a democracy, people are governed through the elected representatives. Governing through elected representatives is the most common form of democracy.

**Chapter Syllabus**

- Why Elections?
- What is our System of Elections?
- What makes election in India democratic?

## Elections

The mechanism or procedure by which people choose their representatives at regular intervals is called election.

## Case of Haryana Assembly

- **Formation of a New Party** Haryana had been ruled by Congress party since 1982. At that time, Chaudhary Devi Lal was an opposition leader. He led a movement called **Nyaya Yudh** (struggle for justice) and formed a new party called **Lok Dal.**
- **Election Campaign** In election campaign of 1987 Assembly Election, Devi Lal promised voters that if his party win, he would waive loans of farmers and small businessmen.
- **Voting** As people were unhappy with existing government, they were attracted by Devi Lal's promise. They voted in favour of Lok Dal and its partners which won 76 out of 90 seats in the State Assembly.
- **Announcement of Results** Lok Dal won 60 seats alone and thus, had a clear majority in the Assembly. Congress got only 5 seats. As the election result was announced , the existing Chief Minister of Congress resigned.
- **Appointment of Chief Minister** The newly elected Members of Legislative Assembly (MLAs) of Lok Dal chose Devi Lal as their leader. The Governor invited Devi Lal to be the new Chief Minister. After three days of election result, he took oath .
- **New election** Lok Dal ruled the state for 4 years. In 1991 election, Lok Dal did not win people's support. This time Congress won the election and formed the new government.

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## Need of Elections

Elections are needed to elect representatives. In most democracies, people rule through their representatives.

(i) Elections solve the problems of assessing people on the basis of education, knowledge or experience.

(ii) Elections help in analysing that the people like their representatives or not.

(iii) Elections ensure that the representatives rule as per the wishes of the people and make sure that those who are not working for the people, do not remain their representatives.

*In an election, the voters make many choices like*

(i) They can choose who will make laws for them.

(ii) They can choose who will form the government and take major decisions.

(iii) They can choose the party whose policies will guide the government and law-making.

## What Makes an Election Democratic?

(i) Everyone should have the right to choose representative. It means everyone has one vote and every vote has equal value.

(ii) Political parties and candidates should be free to contest elections and offer some real choices to the voters.

(iii) The choices should be offered at regular intervals by conducting elections after a certain period.

(iv) The candidate preferred by the people should get elected.

(v) Elections should be conducted in a free and fair manner where people can choose representatives according to their wish.

## Political Competition

Political competition takes place when different political parties compete to gain the confidence and the vote of the voters. They make promises and give incentives to motivate the voters to vote them.

*This electoral competition has many demerits like*

(i) It creates a sense of disunity and factionalism[1] (groupism) and party-politics in every locality.

(ii) Different political parties and candidates often use dirty tricks like booth capturing[2] to win elections.

(iii) The pressure to win electoral fights does not allow to form useful long-term policies.

(iv) Some good people who may wish to serve the country, do not enter in electrol competition.

*The electoral competition also has some merits like*

(i) Regular electoral competition provides incentives to political parties and leaders. If they can satisfy the voters with their work, they will be able to win again.

(ii) Important issues are raised by the political parties and leaders due to the competition.

(iii) It helps to force political parties and leaders to serve the people.

On the basis of above merits and demerits we can say that political competition may cause divisions and some ugliness. But it finally helps to force political parties and leaders to serve the people.

### Check Point 01

1 Chaudhary Devi Lal led a movement called .....

2 Which commission ensures free and fair elections in a democracy?

3 Which political party won the 1991 elections of Haryana ?

4 The right to choose representative means everyone should have ..... vote and every vote has equal value.

## System of Elections in India

In India, Lok Sabha and Vidhan Sabha (Assembly) elections are held regularly after every five years. After five years, the term of all the elected representatives comes to an end.

Elections are held in all constituencies at the same time, either on the same day or within a few days. This is known as General Election.

Sometimes election is held only for one constituency[3] to fill the vacancy caused by death or resignation of a member. This is known as By-election[4].

1 Factionalism It refers to splitting up of a group in small factions. In this political concept, a group of persons form a minority in a larger group.

2 Booth Capturing Supporters or hired musclemen of party or a candidate gain physical control of a polling booth and caste false votes by threatening everyone or by preventing genuine voters from reaching the polling booth.

3 Constituency Voters in a geographical area who elect a representative to the Legislative Bodies.

4 By-election If a representative from a constituency dies while in office or if the office falls vacant because of reasons like resignation, fresh elections are held in that particular constituency. Such an election is called by-election.

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## Electoral Constituencies

In India, an area based system of representation is followed, where the country is divided into different areas for purpose of elections. These are called **Electoral Constituencies**. Every voter who lives in an area, votes for one representative.

For Lok Sabha election, India is divided into 543 constituencies. The representative elected from each constituency is called **Member of Parliament** or an **MP**.

Our constitution requires that each constituencies should have a surplus equal population living within it.

For Vidhan Sabha election, each state is divided into a specific number of assembly constituencies and the elected representative of each assembly constituency is called the **Member of Legislative Assembly** or an **MLA**.

Each parliamentary constituency has several assembly constituencies within it. The same principle applies for **Panchayat** and **Municipal elections**. Each village or town is divided into different wards that are like constituencies.

Each ward elects one member of the village or the urban local body. Sometimes these constituencies are counted as **seats**, as each constituency represents one seat in the assembly.

*For example*, when we say that 'Lok Dal' won 60 seats in Haryana, it means that candidstes of Lok Dal won in 60 assembly constituencies in the state and thus Lok Dal had 60 MLA's in the State Assembly.

## Reserved Constituencies

Our constitution makers made provision of reserved constituencies to ensure representation of every section of society.

Some constituencies are reserved for people who belong to the **Scheduled Castes** (SC) and **Scheduled Tribes** (ST). In a SC reserved constituency, only someone who belongs to the SCs can contest for election.

Similarly, in a ST constituency, only some one who belongs to the STs can contest for election.

A few seats in Lok Sabha (84 for SC and 47 for ST) are reserved for Scheduled Castes (SCs) and Scheduled Tribes (STs). This number is in proportion to their share in the total population. Thus, the reserved seats for SC and ST do not take away the legitimate share of any other social group.

## Reservation in District/Local Level

In many states, seats in rural (panchayat) and urban (municipalities and corporations) local bodies are reserved for **Other Backward Classes** (OBC).

The proportion of seats reserved varies from state to state. **One-third of the seats are reserved** in rural and urban local bodies for **women candidates.**

## Voters' List

In a democratic election, the list of those who are eligible to vote is officially called the **Electoral Roll**[5] and is commonly known as the Voters' List.

It is the responsibility of the government to get the names of all the eligible voters put on the voters' list.

The right to vote, falls under **Universal Adult Franchise**[6]. It means all the citizens who aged 18 years and above can vote in an election regardless of his or her caste, religion or gender.

As new persons attain voting age, names are added to the voters' list and names of those who move out of a place or those who were died are deleted.

A complete revision of the list takes place every five years. This is done to ensure that it remains up to date.

In the last few years, a new system of **Election Photo Identity Card** (EPIC) has been introduced. However, this card has not been made compulsory for voting, and voters can show any other proofs of identity like the ration card, driving licence or Aadhaar Card to cast a vote.

## Nomination of Candidates

Anyone who is a voter can also become a candidate in elections. However, to be a candidate in election, the minimum age is 25 years.

Political parties nominate their candidates who get the party support and symbol. Party's nomination is often called **Party Ticket**.

The candidate has to fill a **nomination form** and give some money as a **security deposit**.

---

5 **Electoral Roll** It is the voters' list prepared by a door to door survey to include only bonafide voters and minimise role of bogus voters.

6 **Universal Adult Franchise** Every Indian citizen of 18 years and above has the right to vote irrespective of caste, creed and sex.

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*Moreover every candidate has to make a legal declaration giving full details of*

(i) Educational qualifications of the candidate.

(ii) Details of the assets and liabilities of the candidate and his/her family.

(iii) Serious criminal cases pending against the candidate.

These informations provided by the candidates has to be made public so that the voters can make their decision on the basis of the information.

### Educational Qualifications for Candidates

There is no educational qualification for candidates for being an MP or an MLA. However, the relevant qualification for candidates is the ability to understand people's concerns, problems and to represent people's interests.

Putting an educational qualification would go against the spirit of democracy because it would deprive a majority of the citizens right to contest elections.

## Election Campaign

Election campaign means the promotion (or propaganda) of the policies, offers and promises that the candidates make to voters to fulfill, if they are elected. In this way, voters can decide the candidate to vote for. They vote for the candidate whose policies they like.

In India election campaigning takes place for a two-week period between the announcement of the final list of candidates and the date of polling.

During this period, the candidates contact their **electorate**[7], political leaders, address election meetings and political parties mobilise their supporters. This is also the period when television news and newspapers are covered with election-related stories and debates.

Political parties start preparing for elections in advance before they actually take place. In election campaigns, political parties try to focus public attention on some big issues. They want to attract the public to that issue and get their votes on that basis.

### Slogans Given by Different Political Parties

*Some of the successful slogans given by different political parties in various elections are given below*

- The Congress party led by **Indira Gandhi** gave the slogan of ***Garibi Hatao (Remove poverty)*** in the Lok Sabha elections of 1971. The party promised to recreate all the policies of the government to remove poverty from the country.
- Janata Party gave the slogan ***Save Democracy*** in the Lok Sabha election held in 1977.
- The Left Front gave the slogan ***Land to the Tiller*** in the West Bengal Assembly elections held in 1977.
- NT Rama Rao, the leader of the Telugu Desam Party gave the slogan ***Protect the Self-Respect of the Telugus*** in Andhra Pradesh Assembly elections in 1983.

### Code of Conduct and Laws

To regulate election campaign, so that every political party and candidate gets equal chance to campaign, there are some election laws. *According to these laws, no party or candidate can*

(i) bribe or threaten voters.

(ii) appeal to them in the name of caste or religion.

(iii) use government resources for election campaign.

(iv) spend more than ₹ 25 lakh in a constituency for a Lok Sabha election or ₹ 10 lakh in a constituency in an Assembly Election.

If any party or candidate is found violating any of the above law, their candidature can be rejected by the court even after they have won the election.

In addition to the laws, all the political parties in our country have agreed to a model **Code of Conduct**[8] for election campaign. *According to this,*

(i) no party or candidate can use any place of worship for election propaganda.

(ii) no candidate can use government vehicles, aircrafts and officials for elections.

(iii) once elections are announced, ministers shall not lay foundation stones of any project, take any big policy decision or make any promise of providing public facilities.

## Polling & Counting of Votes

The final stage of an election is the day, when the voters cast or 'poll' their vote. It is called an **Election day.**

Every person whose name is on the voters' list can go to a nearby **polling booth**[9] and cast his/her vote.

Once the voter goes inside the booth, the election official identify him/ her, put a mark on the voter's finger and allow him/ her to cast his/ her vote.

An agent of each candidate is allowed to sit inside the polling booth and ensure that the voting takes place in a fair way.

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7 **Electorate** It refers to the entire body of people who are qualified to vote in the elections for the legislatures or local bodies.

8 **Code of Conduct** A set of norms and guidelines to be followed by political parties and contesting candidates during election time

9 **Polling Booth** A makeshift place where people go to caste their votes on the election day.

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Earlier voting was done by putting a stamp on the ballot paper. A **ballot paper** is a sheet of paper on which the names of the contesting candidates alongwith party name and symbols are listed.

Now, **Electronic Voting Machines** (EVMs) are used to record votes where voter presses button against name of the candidate, he/she wants to cast his/her vote.

Once the polling is over, all the EVMs are sealed and taken to a secure place. A few days later, on a fixed date, all the EVMs are opened and the votes secured by each candidate are counted.

The candidate who secures the highest number of votes from a constituency is declared elected.

**Check Point 02**

1 What is By-election?
2 India is divided into ..... Lok Sabha constituencies.
3 How many seats one reserved for women in local bodies?
4 What is EPIC?
5 Land to the Tiller was the slogan given by ..... .

## Democratic Elections in India

There are many factors which ensure that elections held in India are democratic.

*These are discussed below*

## Independent Election Commission

In our country, elections are conducted by an independent and very powerful **Election Commission** (EC). It enjoys the same kind of independence as the judiciary enjoys.

The **Chief Election Commissioner** (CEC) is appointed by the President of India. After appointed, CEC is not answerable to the President or the government.

*Powers enjoyed by the Election Commission are*

(i) It takes decisions on every aspect of conduct and control of elections from the announcement of elections to the declaration of results.

(ii) It implements the code of conduct and punishes any candidate or party that violates it.

(iii) During the election period, the Election Commission can order the government to follow some guidelines. These guidelines prevent use and misuse of governmental power to enhance its chances to win elections or to transfer some government officials.

(iv) Government officers on election duty, work under the control of the Election Commission and not the government.

(v) If election officials come to the opinion that polling was not fair in some booths or even an entire constituency, they order a repoll.

## Popular Participation

This is another way to check the quality of election process. If the election process is not free or fair, people will not continue to participate in the exercise.

People's participation in election is usually measured by **voter turnout**[10] figures. Turnout indicates the per cent of eligible voters who actually cast their vote.

Over the last 50 years in India voters turn out is either remained stable or actually gone up.

In India, the poor, illiterate and underprivileged people vote in larger proportion as compared rich and privileged sections. This is in contrast to Western democracies.

## Acceptance of Election Outcome

If elections are not free or fair, the outcome always favours the powerful. In such a situation, the ruling parties do not lose elections. But this is not the case in **rigged election**[11]. When the losing party does not accept the outcome.

*The outcome of India's election is given below:*

(i) The ruling parties routinely lose elections in India both at the National and State Level.

(ii) In the US, an **incumbent**[12] or sitting elected representative rarely loses an election. But in India, about half of the sitting MPs or MLAs lose elections.

(iii) Candidates who are known to have spent a lot of money on buying votes and those with known criminal connection often lose elections.

(iv) Except some disputed elections, the electoral outcomes are usually accepted by the defeated party as 'people's verdict'.

10 **Voter Turnout** The percentage of eligible voters who caste their votes in an election.

11 **Rigged Election** Elections on the basis of fraud or malpractices.

12 **Incumbent** The current holder of a political office. Usually, the choice for the voters in elections is between the incumbent party or candidate and those who oppose them.

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## Challenges to Free and Fair Elections

*The challenges to free and fair elections are listed as follows*

(i) Candidates and parties with a lot of money may not be sure of their victory, but they do enjoy a big and unfair advantage over smaller parties and independent candidates.

(ii) Some candidates with criminal records are able to secure party tickets from major parties.

(iii) Some families tend to dominate political parties; tickets are distributed to relatives from these families.

(iv) Elections offer only little choice to ordinary citizens as both the major parties are quite similar to each other in policies and practice.

(v) Smaller parties and independent candidates suffer a huge disadvantage compared to bigger parties in terms of money power and organisational support.

These challenges exist not only in India, but also in many established democracies.

### Check Point 03

1 The Chief Election Commissioner is appointed by the .....of India.
2 What is voter turn out?
3 What do you mean by rigged election?
4 In ..... an incumbent representative rarely loses an election.
5 Candidates with criminal records in the election is a ..... to free and fair election in India.

# SUMMARY

- The mechanism by which people can choose their representatives at regular intervals is called **Election**.
- In elections, the voters can choose who will form the government. Each vote has an equal value.
- In India, the **General Elections** for Lok Sabha and Vidhan Sabha are held regularly after every five years and elections are held in all constituencies at the same time.
- Sometimes election is held for one constituency to fill the vacancy caused by death or resigning of a member. This is known as **By-election**.
- In India, an area based system of representation is followed where the country is divided into different areas for election purposes is called **Electoral Constituencies**.
- For Lok Sabha election, India is divided into 543 constituencies. The representatives elected from each constituency are called **Members of Parliament** or **MPs**.
- For Vidhan Sabha, each state is divided into number of Assembly constituencies. The elected representative from each Assembly constituency are called **Members of Legislative Assembly** or **MLAs**.
- Each village or town is divided into several wards and same electoral procedure takes place for **Panchayat and Municipal Elections**.
- A special system of **Reserved Constituencies** for the weaker sections especially for the Scheduled Castes (SCs) and Scheduled Tribes (STs) is also followed in India.
- Reservation is also followed for seats in rural and urban local bodies, for Other Backward Classes (OBCs) and women.
- In democratic elections, the list of people eligible to vote is prepared much before the election and is officially called the **Electoral Roll** or the **Voter's List**. Which is updated from time to time.
- In our country, all the citizens aged 18 years and above has the Right to Vote regardless of his or her caste, religion or gender. This is known as **Universal Adult Franchise**.
- A new system of **Election Photo Identity Card** (EPIC) has been introduced. Each political party has to agree to **Model Code of Conduct**.
- Voting is done through ballot papers and **Electronic Voting Machines** (EVMs).
- In our country, elections are conducted by an independent and very powerful body, known as **Election Commission**.
- The **Chief Election Commissioner** (CEC) is appointed by the President of India and is not answerable to the President or the government.

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# NCERT FOLDER

## Intext Questions

### On Page 35

**1** Do most leaders fulfil their election promises?

*Ans.* During elections, most of the leaders make many big promises to the people (voters) to win their support and vote. However, after the elections, the political leaders forget their promises and most of them do not fulfil their election promises.

**2** The time is after midnight. An expectant crowd sitting for the past five hours in a chowk of the town is waiting for its leader to come. The organisers assure and reassure the crowd that he would be here any moment. The crowd stands up whenever a passing vehicle comes that way. It arouses hopes that he has come.

The leader is Mr Devi Lal, chief of the Haryana Sangharsh Samiti, who was to address a meeting in Karnal on Thursday night. The 76-year-old leader, is a very busy man these days.

His day starts at 8 am and ends after 11 pm... he had already addressed nine election meetings since morning...been constantly addressing public meetings for the past 23 months and preparing for this election.

Jagdeep and Navpreet read this story and drew the following conclusions. Can you say which of these are right or wrong (or if the information given in the story is inadequate to call them right or wrong)

(*a*) Elections can lead to changes in the policy of the government.

(*b*) The Governor invited Devi Lal to become the Chief Minister because he was impressed with his speeches.

(*c*) People are unhappy with every ruling party and vote against it in the next election.

(*d*) The party that wins the election forms the government.

(*e*) The election led to a lot of economic development in Haryana.

(*f*) The Congress Chief Minister need not have resigned after his party lost elections.

*Ans.* (*a*) Right (*b*) Wrong
(*c*) Wrong (*d*) Inadequate information
(*e*) Wrong (*f*) Inadequate information

### On Page 36

**3** We have seen why democracies need to have elections. But why do rulers in non-democratic countries need to hold elections?

*Ans.* Rulers in non-democratic countries need to hold elections because they want to show the world that they are not unpopular and they have the support of the people of the country which will improve their image in the eyes of the world.

Secondly, they want to show that their government and position has been achieved legally and according to the constitutional provisions.

### On Page 37

**4** Ah! So, elections are like exams where politicians and parties know if they have passed or failed. But who are the examiners?

*Ans.* The examiners in this case are the voters, who give them marks in the form of votes.

### On Page 40

**5** Like in Panchayats should we not have at least one-third seats in the Parliament and Assemblies reserved for women?

*Ans.* One-third of the seats are reserved for women in the Panchayats, but unfortunately even today representation of women in the State Assemblies and Parliament is very low. The women constitute 50% of our society.

So, we need to reserve at least one-third seats in the Assemblies and the Parliament for women. This will help them to uplift their status in society.

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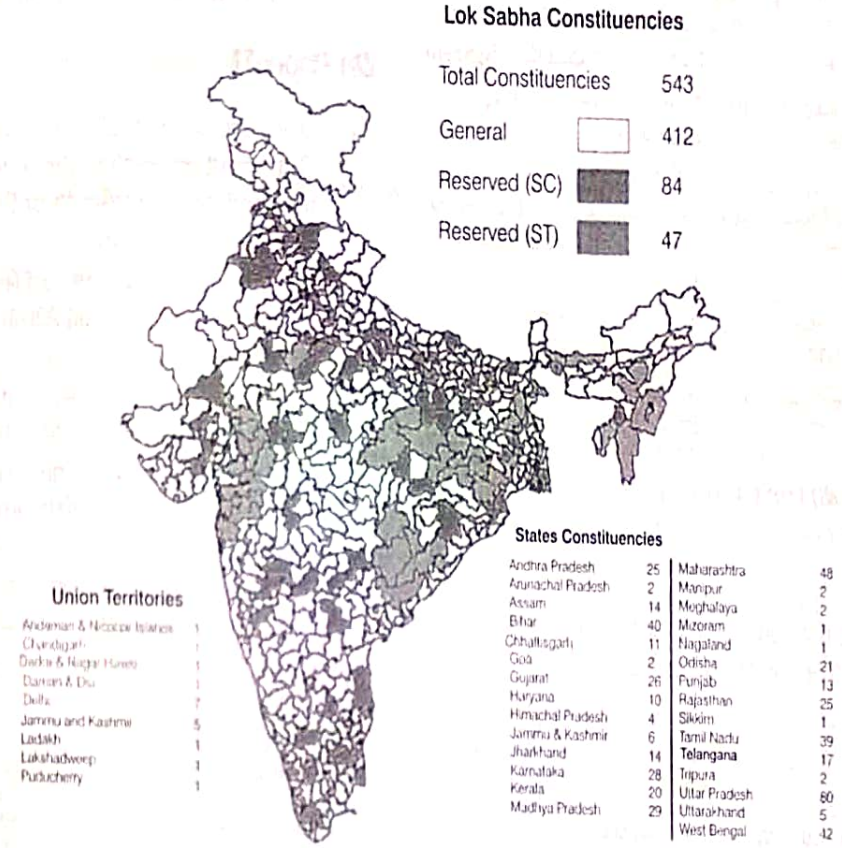
**On Page 41**

*See the map below and answer the following questions*




(a) What is the number of Lok Sabha constituencies in your state and the neighbouring two states?

(b) Which states have more than 30 Lok Sabha constituencies?

(c) Why do some states have such a large number of constituencies?

(d) Why are some constituencies small in area while others are very big?

(e) Are the constituencies reserved for the SCs and STs evenly spread all over the entire country or are there more in some areas?

Ans. (a) Do it yourself.

(b) The states which have more than 30 Lok Sabha constituencies are Bihar, Maharashtra, Tamil Nadu, Uttar Pradesh and West Bengal.

(c) Some states have large number of constituencies because of their population. Here, voters are in large numbers.

(d) The coverage of each constituency is fixed on the basis of number of the voters. The area does not matter. If a smaller area has equal number of voters as a big area, both will be treated as constituencies.

(e) The constituencies are reserved for the SCs and STs on the basis of the distribution of their population.

So, the constituencies reserved for the SCs and STs are not evenly spread all over the entire country, but are more in some areas.

**On Page 42**

**6** Why are the candidates required to give a detailed statement of their property ?

Ans. Candidates are required to give a detailed statement of their property at the time of election because the Election Commission is trying to control the misuse of money power in elections.

The candidate has to give information about his assets movable and immovable, debts to financial institution, tax status, income and wealth. With this information, the voters will be able to know more about the candidates and make their own choices.

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### On Page 44

**7** Match the following features of our electoral system with the principles they reflect.

| Principles | | Features of Election System |
|---|---|---|
| (i) Universal Adult Franchise | (a) | Each constituency has roughly the same population. |
| (ii) Representation of Weaker Sections | (b) | Everyone who is 18 years of age or older has a right to vote. |
| (iii) Open Political Competition | (c) | Anyone can form a party or contest elections. |
| (iv) One Vote-One Value | (d) | Reservation of seats for the SCs and the STs. |

*Ans.* (*i*) (*b*), (*ii*) (*d*), (*iii*) (*c*), (*iv*) (*a*)

### On Page 46

**8** Why are party agents present in the polling booth and the counting centre?

*Ans.* Party agents are present in the polling booth to ensure that the voting takes place in a fair way and the rival candidates are not able to adopt any unfair practices.

They are also present in the counting centres to ensure that the counting is done properly without any unfair means.

**9** Identify the fair and the unfair electoral practices among the following.

(*a*) A minister flags off a new train in his constituency a week before polling day.

(*b*) A candidate promises that she will get a new train for her constituency if she is elected.

(*c*) Supporters of a candidate take the voters to a temple and make them take an oath that they will vote for him.

(*d*) The supporters of a candidate distribute blankets in slums in return for a promise for vote.

*Ans.* (*a*) Unfair electoral practice

(*b*) Fair electoral practice

(*c*) Unfair electoral practice

(*d*) Unfair electoral practice

### On Page 47

**10** Why does the Election Commission have so much power? Is this good for democracy?

*Ans.* The Election Commission in India is very powerful so that it is able to perform its functions efficiently in a proper manner.

This is good for democracy because only a powerful and independent Election Commission can ensure free and fair elections by preventing malpractices and unfair means in the elections.

### On Page 51

**11** Here are some facts on Indian elections. Comment on each of these to say whether they reflect the strength or the weakness of our electoral system.

(*a*) The Lok Sabha has had less than 10% women members till 2009.

(*b*) The Election Commission often refuses to accept the government's advice about when the elections should be held.

(*c*) The current Lok Sabha has more than 145 members whose assets are more than ₹ 1 crore.

(*d*) After losing an election the Chief Minister said, "I respect the people's verdict".

*Ans.* (*a*) It is the weakness of our electoral system which sends only 10% women members to the Lok Sabha while the population of women is nearly 50% of the total population.

(*b*) It is the strength of our electoral system which has given the power to the Election Commission to refuse or to accept the advice of the ruling party about the election dates.

(*c*) This is the weakness of our electoral system, which does not give equal chance to both poor and rich. Those candidates, who are rich, have a better chance of winning than the poor in our country.

(*d*) This is the strength of our electoral system which enjoys the faith of both the defeated and winning candidates. Barring very few disputed elections, the electoral outcomes are usually accepted as 'people's verdict' by the defeated party.

## Exercises

**1** Which of the following statements about the reasons for conducting elections are false?

(*a*) Elections enable people to judge the performance of the government.

(*b*) People select the representative of their choice in an election.

(*c*) Elections enable people to evaluate the performance of the judiciary.

(*d*) People can indicate which policies they prefer.

*Ans.* (*c*) Elections enable people to evaluate the performance of the judiciary.

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**2** Which of these is not a good reason to say that Indian elections are democratic?

(a) India has the largest number of voters in the world.

(b) India's Election Commission is very powerful.

(c) In India, everyone above the age of 18 has a right to vote.

(d) In India, the losing parties accept the electoral verdict.

*Ans.* (a) India has the largest number of voters in the world.

**3** Match the following

| | | | |
|---|---|---|---|
| (A) | It is necessary to keep the voters list up to date because. | (i) | There is a fair representation of all sections of our society. |
| (B) | Some constituencies are reserved for SCs and STs so that | (ii) | Everyone has equal opportunity to elect their representative |
| (C) | Everyone has one and only one vote so that | (iii) | All candidates must have a fair chance of competing in elections |
| (D) | Party in power is not allowed to use government vehicles because | (iv) | Some people may have moved away from the area where they voted last |

*Ans.* A (iv), B (i), C (ii), D (iii)

**4** List all the different election related activities mentioned in the chapter and arrange them in a time sequence, beginning with the first activity and ending with the last.

Some of these activities are given below releasing election manifestos; counting of votes; making of voters' list; election campaign; declaration of election results; casting of votes; ordering of re-poll; announcing election schedule; filing nomination.

*Ans.* *The following list contains the different election related activities of the electoral process, beginning with the first activity and ending with the last*

(i) Making of voters list
(ii) Announcing election schedule
(iii) Filing of nomination
(iv) Releasing election manifestos
(v) Election campaign
(vi) Casting of votes
(vii) Ordering of re-poll
(viii) Counting of votes
(ix) Declaration of election results

**5** Surekha is an officer incharge of ensuring free and fair elections in an Assembly constituency in a state. Describe what should she focus on for each of the following stages of election.

(a) Election campaign (b) Polling day
(c) Counting day

*Ans.* (a) Election Campaign During the election, Surekha should ensure that candidates or their supporters do not

- use muscle power to threaten the voters.
- use money power to influence the voters.
- use government machinery and resources.
- spend more money than the limit fixed by the Election Commission.
- distribute money or other things (saris, sewing machines, umbrellas) among voters during election campaign.
- ask for votes in the name of caste or religion.

(b) Polling Day On polling day, Surekha has to ensure that

- booth capturing does not take place.
- fake votes are not cast.
- poor and weaker sections of society are able to cast their vote freely and without fear.
- no unauthorised person should be allowed to enter polling booth.

(c) Counting Day On the counting day, Surekha will have to ensure that

- the voting machines are intact.
- the counting should begin in the presence of the candidates and their agents.
- counting should be done carefully and accurately.
- no unauthorised person should be allowed into the counting centre.
- after the counting, results are declared by the authorised official.

**6** The table below gives the proportion of different communities among the candidates who won elections to the US Congress. Compare these to the proportion of these communities in the population of the US. Based on this, would you suggest a system of reservations in the US Congress? If yes, why and for which communities? If no, why not?

| | Proportion of the Community (in per cent) in the | |
|---|---|---|
| | House of representatives | Population of US |
| Blacks | 8 | 13 |
| Hispanics | 5 | 13 |
| Whites | 86 | 70 |

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*Ans.* Based on the figures, given in the table, it is clear that Blacks and Hispanics have much less representation than their population in the US Congress. Therefore, to give them proper representation, reservation should be provided to them.

**7** Can we draw the following conclusions from the information given in this chapter? Give two facts to support your position for each of these.

(*a*) Election Commission of India does not have enough powers to conduct free and fair elections in the country.

(*b*) There is a high level of popular participation in the elections in our country.

(*c*) It is very easy for the party in power to win an election.

(*d*) Many reforms are needed to make our elections completely free and fair.

*Ans.* (*a*) No, this conclusion is wrong because the Election Commission is indeed powerful enough to ensure free and fair elections. The Election Commission has complete control over all the functionaries connected with the conduct of fair elections. It can order repoll if there is report of rigging.

(*b*) This conclusion is right. Nowadays, people are more aware and more and more people have started to cast their vote and the voting percentage has gone up. Ruling parties often lose elections due to change in voting preference by the people.

(*c*) This is a wrong conclusion, because the party in power often loses elections. In India mostly the sitting MPs or the ruling party loses the elections.

(*d*) This conclusion is right. Though the role of money and muscle power has been reduced, there is still need to control it further. Because some politicians and political parties are still able to take advantage of money power in elections.

Many candidates with criminal records use muscle power to threaten and terrorise other candidates and voters which needs to be checked.

**8** Chinappa was convicted for torturing his wife for dowry. Satbir was held guilty of practising untouchability. The court did not allow either of them to contest elections. Does this decision go against the principles of democratic elections?

*Ans.* This decision of the court preventing Chinappa and Satbir from contesting elections does not go against the principles of democratic elections because both have been found guilty of breaking the law by the court.

Criminals should not be allowed to hold position of power because they are not good citizens and could harm interests of the people.

**9** Here are some reports of electoral malpractices from different parts of the world. Is there anything that these countries can learn from India to improve their elections? What would you suggest in each case?

(*a*) During an election in Nigeria, the officer incharge of counting votes deliberately increased the votes of one candidate and declared him elected.

The court later found out that more than 5 lakh votes cast for one candidate were counted in favour of another.

(*b*) Just before elections in Fiji, a pamphlet was distributed warning voters that a vote for former Prime Minister, Mahendra Chaudhary will lead to bloodshed. This was a threat to voters of Indian origin.

(*c*) In the US, each state has its own method of voting, its own procedure of counting and its own authority for conducting elections. Authorities in the state of Florida took many controversial decisions that favoured Mr Bush in the Presidential elections in 2000. But no one could change those decisions.

*Ans.* (*a*) If the malpractice has been proved in a court, the elections should be declared null and void and re-election should be held in that constituency. The officer incharge of the counting should be given strict punishment for committing such irregularity. The system of counting should be such that the counting officer shall not be able to do this.

In India, this is not possible as counting agents of all the candidates are present in the counting centre and counting of votes takes place in their presence. In this case, representatives of each candidate should be present to make sure that the votes are counted in a fair way.

(*b*) To issue such a pamphlet is definitely an election malpractice. The circulation of such a pamphlet should be checked immediately. The source of the pamphlet, a person, candidate or political party should be found out and punished, as it violates the principle of democratic elections. In India, this type of election campaign is not possible as the Election Commission of India always makes vigil on the procedures of election campaign. If any party violates the code of conduct, the Election Commission will punish it.

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(c) Since each state in the USA has it own method of voting, its own procedure of counting and its own authority for conducting elections, the decisions taken by the state of Florida must be according to the election laws passed by that state.

No one could challenge those decisions as those must have been taken in accordance with the laws made by that state.

In India, since states are not authorised to make their own laws for election, such a situation can not arise. Election Commission as an independent body is solely responsible for conducting elections throughout the country.

**10** Here are some reports of malpractices in Indian elections. Identify what is the problem in each case. What should be done to correct the situation?

(a) Following the announcement of elections, the minister promised to provide financial aid to reopen the closed sugar mill.

(b) Opposition parties alleged that their statements and campaign was not given due attention in Doordarshan and All India Radio.

(c) An inquiry by the Election Commission showed that electoral rolls of a state contain name of 20 lakh fake voters.

(d) The hoodlums of a political party were moving with guns, physically preventing supporters of other political parties to meet the voters and attacking meetings of other parties.

*Ans.* (a) The problem here is that, after announcement of elections it is not legal to announce policy decisions according to the code of conduct.

According to the election law, no minister or member of the legislature can take decisions regarding projects which could influence the elections. Thus, the minister should not be allowed to contest the election.

(b) The problem in this situation is identified as the misuse of Government resources by the ruling party.

The solution to this problem is that, the Election Commission must ensure that all political parties are given equal opportunity to appear on Doordarshan and All India Radio. Election Commission must take action against misuse of this media.

(c) Problem in this situation is electoral rolls have not been revised. The presence of fake voters means that the elections were rigged by the authorities who prepared the electoral rolls.

(d) Problem identified in this situation is that by using hoodlums, the political party is terrorising its rivals. The elections were not free and fair.

Solution to this problem is that, the Election Commission should order the arrest of the hoodlums and ban the party from the elections.

**11** Ramesh was not in class when this chapter was being taught. He came the next day and repeated what he had heard from his father. Can you tell Ramesh what is wrong with these statements?

(a) Women always vote the way men tell them to. So, what is the point of giving them the right to vote?

(b) Party politics creates tension in society. Elections should be decided by consensus not by competition.

(c) Only graduates should be allowed to stand as candidates for elections.

*Ans.* (a) The statement is wrong because the policy of secret ballot ensures that an individual can vote for whoever he/she wants. Women are fully capable of taking decisions on their own and selecting the condidate they like.

(b) Party politics and competition in election certainly creates tension in society. But elections should not be decided by consensus. This is because in modern states, where population is very large, it is not possible to have consensus on election. Competition works as both deterrent and motivator for the political candidates. A fear of losing the election and a motivation for winning the elections work in favour of people.

(c) Only allowing graduates to stand as candidates for elections is wrong. It is not necessary that a graduate person will be more sensitive to the needs of the people or that he will turn out to be an honest and sincere person.

To prescribe educational qualifications (graduate level) would go against the spirit of democracy. In India, it will deprive a large section of the country's citizens the right to contest elections. However, it is better to have educated politicians, but being graduate should not be a compulsion.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** Since 1982 to 1987, Haryana was ruled by which political party?
(a) Haryana Sangharsh Samiti
(b) Bhartiya Janata Party
(c) Congress Party
(d) Communist Party of India

*Ans.* (c) Congress Party

**2** Which one of the following is not a factor that makes an election democratic?
(a) There should be something to choose from.
(b) Parties and candidates should be free to contest elections.
(c) The choice should not be offered at regular intervals.
(d) The candidate preferred by the people should get elected.

*Ans.* (c) The choice should not be offered at regular intervals.

**3** Which of the following terms is used when election is held only for one constituency to fill the vacancy caused by death or resignation of a member?
(a) Constituency election (b) General election
(c) By-election (d) Assembly election

*Ans.* (c) By-election

**4** Which of the following terms is used for the areas when our country is divided into different areas for purposes of elections?
(a) Panchayats (b) Wards
(c) Blocks (d) Constituencies

*Ans.* (d) Constituencies

**5** What do we mean when we say that a constituency is reserved for the Scheduled Castes (SC)?
(a) Any candidate can contest the election but only the SC candidate will be declared winner.
(b) Any candidate can contest the election but only SC women candidate will be declared winner.
(c) Only SC candidate can contest the election.
(d) None of the above

*Ans.* (c) Only SC candidate can contest the election.

**6** What proportion of seats are reserved in rural and urban local bodies for women candidates?
(a) One-third of the total seats
(b) Two-third of the total seats
(c) Half of the total seats
(d) One-fourth of the total seats

*Ans.* (a) One-third of the total seats

**7** Each state is divided into a specific number of
(a) Block Constituencies (b) District Constituencies
(c) Assembly Constituencies (d) Ward Constituencies

*Ans.* (c) Assembly Constituencies

**8** The list of those people who are eligible to vote is officially called
(a) Voter's List (b) Electoral Roll
(c) Elector's List (d) Constituency List

*Ans.* (b) Electoral Roll

**9** Which of the following state has the largest number of Lok Sabha seats?
(a) Maharashtra (b) Andhra Pradesh
(c) Bihar (d) Uttar Pradesh

*Ans.* (d) Uttar Pradesh

**10** Which of the following Union Territories has the largest number of Lok Sabha seats?
(a) Chandigarh (b) Delhi
(c) Lakshadweep (d) Puducherry

*Ans.* (b) Delhi

**11** The power and independence of Election Commission (EC) of India is equivalent to which one of the following?
(a) Governor (b) Assistant Commissioner of Police
(c) Judiciary (d) National Human Rights Commission

*Ans.* (c) Judiciary

**12** The Chief Election Commissioner is appointed by whom among the following?
(a) Lok Sabha Speaker
(b) The Chief Justice of India
(c) The President of India
(d) The Vice-President of India

*Ans.* (c) The President of India

**13** What does EVM stand for?
(a) Electronic Vending Machine
(b) Electronic Voting Machine
(c) Electoral Voting Machine
(d) Electoral Volunteer Mechanism

*Ans.* (b) Electronic Voting Machine

**14** In India, which of the following sections vote(s) in larger proportion as compared to the rich and privileged sections?
(a) Poor (b) Illiterate
(c) Underprivileged (d) All of these

*Ans.* (d) All of these

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**15** People's participation in election is usually measured by voter ..... figures.
(a) physical (b) education (c) turnout (d) economic

*Ans.* (c) turnout

**16** Find the incorrect option from the following.
(a) Elections should be conducted in free and fair manner.
(b) Everyone should have the right to choose their representative.
(c) Elections are necessary and mandatory in all forms of government.
(d) Elections are held in all constituencies at the same time, either on the same day or within a few days.

*Ans.* (c) Elections are necessary and mandatory in all forms of government.

**17** Find the incorrect option from the following.
(a) Election compaigning takes place for three week period between the announcement of final list of candidates and date of polling.
(b) Election campaign means the promotion of the policies, offers and promises that the candidates make to the voters to fulfil, if they are elected.
(c) Political parties prepare their election manifestos.
(d) In election campaigns, political parties try to focus public attention on some big issues.

*Ans.* (a) Election compaigning takes place for three week period between the announcement of final list of candidates and date of polling.

**18** Arrange the following in the correct sequence
(i) Save Democracy was the slogan given by Janata party.
(ii) The Left Front used the slogan of Land to the Tiller in the West Assembly elections.
(iii) Achhe din aane waale hain was the slogan of BJP for the general elections.
(iv) Protect the self-respect of the Telugus was the slogan in the Andhra Pradesh Assembly elections.

**Codes**
(a) (i), (iv), (iii), (ii) (b) (i), (ii), (iv), (iii)
(c) (iv), (iii), (ii), (i) (d) (iii), (iv), (i), (ii)

*Ans.* (b)

## Match the Following

**19**

| List I (Slogans) | List II (Political Parties) |
|---|---|
| A. Land to the Tiller | 1. Congress Party |
| B. Garibi Hatao | 2. Telugu Desan Party |
| C. Save Democracy | 3. Left Front |
| D. Protect the self-Respect of the Telugus | 4. Janata Party |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 2 | 4 | 1 | 3 |
| (b) | 1 | 2 | 3 | 4 |
| (c) | 4 | 1 | 2 | 3 |
| (d) | 3 | 1 | 4 | 2 |

*Ans.* (d)

## Fill in the Blanks

**20** Haryana had been ruled by Congress party since ..... .

*Ans.* 1982

**21** For Lok Sabha elections, India is divided into ..... constituencies.

*Ans.* 543

**22** The representative elected from each constituency is called ..... .

*Ans.* Member of Parliament

**23** Each village or town is divided into different ..... that are like constituencies.

*Ans.* wards

**24** The candidate was to fill a ..... form and give some money as security deposit.

*Ans.* nomination

**25** ..... was the slogan given by Janata Party in the Lok Sabha election held in 1977.

*Ans.* Save democracy

**26** A ..... is a sheet of paper on which the names of the contesting candidates along with party name and symbols are listed.

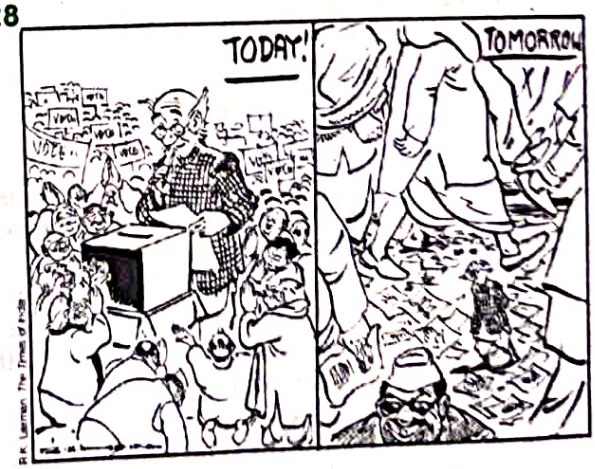
*Ans.* ballot paper

**27** Political parties in our country have agreed to a ..... for election compaign.

*Ans.* model code of conduct

## Picture Based Questions

**28**




What does this picture depicts ?
(a) Most of the leaders make many big promises to the voters.
(b) After the elections, political leaders forget their promises.
(c) People select their representative as per their choice in an election.
(d) Both (a) and (b)

*Ans.* (d) Both (a) and (b)

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**29** Family politics or Dynastic Politics in India is

(a) Not a new phenomenon
(b) More or less found in each any every state
(c) Most of the sons and daughters who have entered politics has no political experience
(d) All of the above

*Ans.* (*d*) All of the above

## Assertion/Reason

**30** **Assertion** (A) There is no educational qualification for condidates for being an MP or an MLA.
**Reason** (R) The relevant qualification for candidates is the ability to understand people's concerns, problems and to represent people's interests.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false but R is true

*Ans.* (*a*) Both A and R are true and R is the correct explanation of A

**31** **Assertion** (A) Political competition takes place when different political parties compete to gain the confidence and the vote of voters.
**Reason** (R) Regular electoral competition provides incentives to political parties and leaders. If they can satisfy the voters with their work. They will be able to win again.
**Codes**
(a) Both A and R are correct and R is the correct explanation of A
(b) Both A and R are correct but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false but R is true

*Ans.* (*a*) Both A and R are correct and R is the correct explanation of A

**32** **Assertion** (A) Different political parties and condidates often use dirty tricks like booth capturing to win elections.
**Reason** (R) It gives choices to voters to choose among the best and reveals the real motive of political parties.
**Codes**
(a) Both A and R are correct and R is the correct explanation of A
(b) Both A and R are correct but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false but R is true

*Ans.* (*a*) Both A and R are correct and R is the correct explanation of A

## Correct and Rewrite

**33** The reserved seats for SC and ST take away the legitimate share of other social groups.

*Ans.* The reserved seats for SC and ST do not take away the legitimate share of other social groups as this reservation is in proportion to their share in the total population.

## Very Short Answer Questions

**34** What is election symbol?

*Ans.* At the time of election, certain symbols are alloted by Election Commission to political parties. They are called election symbols.

**35** Write one merit of an electoral competition.

*Ans.* One merit of an electoral competition is that it gives choice to voters to choose best among the contesting candidates.

**36** What is the meaning of free and fair elections?

*Ans.* When the voters are allowed to cast vote according to their wishes without any pressure and interference, it is called free and fair elections.

**37** When does the by-election occur?

*Ans.* When any vacancy occurs due to death or resignation of a candidate, election becomes necessary and it is known as by-election.

**38** Mention number of years the Member of Parliament is elected for.

*Ans.* The Member of Parliament is elected for a term of five years.

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**39** What is the number of Lok Sabha constituencies at present?

*Ans.* The number of Lok Sabha constituencies at present is 543.

**40** What is the motive behind reserved constituencies?

*Ans.* The motive behind reserved constituencies is to ensure proper representation of the weaker sections like Scheduled Castes and Scheduled Tribes.

**41** What is official name of voters' list?

*Ans.* Voters' list is officially known as electoral roll.

**42** What is the minimum age for voting in India?

*Ans.* The minimum age for voting in India is 18 years.

**43** How many seats are reserved for Scheduled Castes (SCs) and Scheduled Tribes (STs) in the Lok Sabha?

*Ans.* At present, 84 seats are reserved for the Scheduled Castes (SCs) and 47 for the Scheduled Tribes (STs) in the Lok Sabha.

**44** Who appoints Chief Electoral Officer?

*Ans.* Chief Election Commissioner in consultation with State Government appoints Chief Electoral Officer.

**45** Do you think communal electorate is a feature of election system in India?

*Ans.* No, communal electorate is not a feature of election system in India.

## Short Answer (SA) Type Questions

**1** What makes an election democratic?

*Ans.* *Following conditions make an election democratic*

(*i*) Election must be held regularly in every five years.

(*ii*) Every eligible voter must have one vote with equal value.

(*iii*) There should be more than one party so that voters can get some real choice.

(*iv*) Elections should be conducted in a free and fair manner and people should have full freedom to vote for any candidate they like.

**2** Write any five demerits of electoral competition.

or Write any three demerits of electoral competition.

*Ans.* *Following are the demerits of electoral competition*

(*i*) An electoral competition creates a sense of 'disunity' and 'factionalism' in every locality.

(*ii*) The pressure of winning electoral competition does not allow sensible long-term policies to be formulated.

(*iii*) Some good people do not enter electoral competition they do not like the unfair competition in politics.

(*iv*) Candidates in electoral competition who ask for vote on communal and caste lines destroy the basic idea of democracy.

(*v*) Different political parties and candidates often use dirty tricks (like distributing money, liquor among the poor section of voters) in electoral competition to win elections.

**3** What is the model code of conduct for election campaign?

or What is the model code of conduct for election campaign which is accepted by all the political parties in our country?

*Ans.* A set of norms and guidelines to be followed by political and contesting candidates during election time is known as model code of conduct.

*According to this, no party or candidate can*

(*i*) use any place of worship for election propaganda.

(*ii*) use government vehicles, aircrafts and officials for elections.

(*iii*) lay foundation stones of any project, after the date of elections are announced.

**4** Describe any three functions of the Election Commission of India.

*Ans.* *The three major functions of Election Commission of India are*

(*i*) Election Commission takes decisions on every aspect of conduct and control of elections.

(*ii*) It implements the code of conduct and can punish any candidate or party that violates it.

(*iii*) It controls the government officers who are posted on the election duty.

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**5** Mention any two provisions which ensure the independency of the Election Commission.

*Ans.* *Two provisions which ensure the independency of the Election Commission are as follows*

(*i*) The members of the Election Commission are appointed by the President of India, but the members are not answerable to the President of India.

(*ii*) It is virtually impossible for the government to remove the members even if their work is not liked by the government.

**6** Mention any three allegations about unfair practices in elections, reported in newspapers and television?

*Ans.* *Newspapers and television generally report the following three allegations about unfair practices in elections*

(*i*) Inclusion of false names and exclusion of genuine names in the voters' list.

(*ii*) Misuse of government facilities and officials by the ruling party.

(*iii*) Excessive use of money by rich candidates and big parties.

**7** Highlight some issues which bring many limitations and challenges of Indian elections to our attention.

*or* Explain the challenges and limitation to free and fair elections in India.

*Ans.* *Important issues which bring many limitations and challenges of Indian elections to our attention are following*

(*i*) Candidates and parties with lot of money enjoy a big and unfair advantage over smaller parties or independent candidates.

(*ii*) Candidates with criminal records have been able to push others out of electoral race and secure a ticket from major parties.

(*iii*) Some families tend to dominate political parties and secure tickets for their own family members.

(*iv*) Smaller parties and independents suffer a huge disadvantage compared to bigger parties.

**8** "One final test of the free and fairness of election lies in the outcome itself." Justify the statement with the help of the outcomes of India's elections.

*or* Describe the importance of outcome of election in India.

*Ans.* *The following points state outcomes of elections in India*

(*i*) The ruling parties routinely lose elections in India both at the national and state levels. In fact, the ruling party lose every two out of the three elections held in the last fifteen years.

(*ii*) Candidates who are known to have spent a lot of money on 'buying votes' and those with known criminal connections often lose elections.

(*iii*) Except in very few disputed elections, the electoral outcomes are usually accepted as 'people's verdict' by defeated party. So, considering the above points, it is truly said that one final test of the free and fairness of election lies in the outcome itself.

**9** Differentiate between the General Election and By-election.

*Ans.* *Differences between the general election and by-election are as*

| General election | By-election |
|---|---|
| Elections are held in all constituencies at the same time either on the same day or within a few days. This is called a general election. | Election is held only for one constituency to fill the vacancy caused by death or resignation of a member. This is called a by-election. |
| Elections are held regularly after every five years. | Election is held before the expiry of 6 months from the date the seat falls vacant. |
| The representative elected in general election is elected for a full term of five years not for the remaining period of the house. | The representative elected in by-election is elected for the remaining period of the house not for five years. |

**10** 'In India, value of free and fair election has always been promoted'. Support the statement with facts.

*Ans.* Elections in India are free and fair as party that wins an election and forms government does so because people have chosen it over its rivals.

*The following facts support the statement that value of free and fair election has always been promoted in India*

(*i*) A choice is offered to the voter.

(*ii*) One vote has one value.

(*iii*) The choice is offered at regular intervals of time.

(*iv*) The preferred candidates should be elected.

In India, all these are followed in order to conduct free and fair elections.

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**11** We have seen why democracies need to have elections. But why do rulers in non-democratic countries need to hold elections?

*Ans.* Rulers in non-democratic countries need to hold elections because they want to show the world that they are not unpopular and they have the support of the people of the country which will improve their image in the eyes of the world. They want to show that their government and position have been achieved legally and according to the constitutional provisions.

**12** Read the extract given below and answer the following question.

**Source A Election Campaign in India**

The main purpose of election is to give people a chance to choose the representatives, the government and the policies they prefer. In our country campaigns take place for a two-wek period between the announcement of the final list of candidates and the date of polling. During this period the candidates address election meetings and try to mobilise their supporters.

**Source B A Democratic Election**

All democratic countries hold elections regularly. In democracy everyone should be able to choose the representative. This means that everyone should have one vote and every vote should have equal value. In India, parties and candidates should be free to contest elections and should offer some real choice to the voters. Elections are held here regularly after every five years. Elections are held in a free and fair manner where people can choose as they really wish.

The final stage of an election is the day, when the voters cast or 'pole' their vote is called an Election Day.

**Source C Polling the Vote**

Every person whose name is on the voter's list can go to a nearby polling booth and cast his/her vote through a secret ballot. An agent of each candidate is allowed to sit inside the polling booth to ensure that the voting takes place in a fair way. Earlier voting was done by putting a stamp on the ballot paper. A ballot paper is a sheet of paper on which names of the constesting candidates alongwith party names and symbols are listed. Now, Electronic Voting Machines (EVM's) are used to record votes. Where voter presses button against the name of his candidate, he/she wants to cast his/her vote.

(i) Define the term Election Day?

(ii) To what extent elections in India democratic? Give one reason.

(iii) Is it easy for the political party to win an election in India ? Justify.

*Ans.* (*i*) The final stage of an election is the day, when the voters cast or pole their vote is called an Election Day.

(*ii*) Like other democratic countries, elections are held in India regularly. One of the reasons that makes elections in India democratic is that here elections are held regularly after every five years.

(*iii*) No, it is not easy for the party in power to win an election in India. This is because voters cast their vote through a secret ballot in a free and fair manner.

## Long Answer (LA) Type Questions

**1** What is a Universal Adult Franchise? Why has it been adopted in India?

*Ans.* **Universal Adult Franchise**

Right to express one's choice by vote is called Franchise. When the right to vote or franchise is given to every adult in a state, it is known as the Universal Adult Franchise.

**Reasons for Adopting in India**

- It makes democracy broad based that enhances self-respect and prestige of the common people.
- It establishes political equality among all the people of the society.
- It enables minorities to protect and safeguard their interests so that they have an equal say in decisions that affect them.

**2** How does our election law regulate campaigns?

*Ans.* In a democracy, it is necessary to regulate campaign to ensure that every political party and candidate gets a fair and equal chance to compete. The campaign can be regulated by election law. *According to our election law, no party or candidate can*

(*i*) bribe or threaten voters.

(*ii*) use any place of worship or appeal to the voters in the name of religion or caste.

(*iii*) use government resources, government vehicles, air crafts for elections.

(*iv*) spend more than ₹ 25 lakh in a constituency for a Lok Sabha election and ₹ 10 lakh in a constituency for an Assembly election.

(*v*) once elections are announced, no minister can lay foundation stones of any project or take any policy decision.

EXAM PRACTICE

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**3** Do you think education qualification should be necessary for the candidate aspiring to fight elections ? Give your views in favour or against it.

*Ans.* No, educational qualification should not be necessary for the candidate aspiring to fight elections.

*Following are the reasons against the statement*

(*i*) Educational qualification are not relevant to all kinds of job.

(*ii*) Relevant qualification for being an MLA or an MP is the ability to understand and people's concerns, problems and the ways to solve them.

(*iii*) Whether they can do so or it is examined by voters after five years.

(*iv*) Putting an educational qualification would go against the spirit of democracy. It would deprive large number of people to get elected.

**4** Why slogans are used by political parties? Mention any four successful slogans given by different political parties in various elections.

*Ans.* In election campaign, political parties use slogans to attract the public and get them to vote for their party on that basis.

*Four successful slogans given by different political parties in various elections are*

(*i*) The Congress party led by Indira Gandhi gave the slogan of 'Garibi Hatao' (Remove Poverty) in the Lok Sabha election of 1971.

(*ii*) Janata Party gave the slogan 'Save Democracy' in the Lok Sabha election of 1977.

(*iii*) The Left Front gave the slogan 'Land to the Tiller' in the West Bengal Assembly election of 1977.

(*iv*) NT Rama Rao, the leader of The Telugu Desam Party gave the slogan 'Protect the Self-Respect of the Telugus' in Andhra Pradesh election in 1983.

**5** What is a reserved constituency ? Why there is a need for a reserved constituency ?

*Ans.* Reserved constituencies are the constituencies which are reserved for the people who belong to the Scheduled Castes (SC) and Scheduled Tribes (ST). In a SC reserved constituency only someone who belongs to the Scheduled Castes can contest elections. Similarly only those belonging to the Scheduled Tribes can contest an election from a constituency reserved for ST. *There is a need of reserved constituency because*

**Political Equality for Weaker Sections** Our constitution entitles every citizen to elect his/her representative and to be elected as a representative. The Constitution makers, however, were worried that in an open electoral competition, certain weaker sections may not stand a good chance to get elected to the Lok Sabha and the State Legislative Assemblies. Those who are influential and resourceful may prevent them from winning elections.

If that happens, that would make our democracy less representative and less democratic. So, the makers of our constitution thought of a special system of reserved constituencies for weaker sections.

**Gender Equality** It provide equal representation to women candidates as one-third of the seats are reserved in rural and urban local bodies.

**6** Read the extract given below and answer the following questions.

**Election and all about competition**

Political competition takes place when different political parties compete to gain the confidence and the vote of the voters. They make promises and give incentives to motivate the voters to vote them. This electoral competition has many demerits like it creates a sense of disunity and factionalism as well as party politics in every locality. Different political parties and candidates often use dirty tricks like booth capturing to win elections. The competition leads to the idea of being dragged into unhealthy competition. That is why good people do not enter and participate in the political competition but regular electoral competition provides incentives to political parties and leaders. If they can satisfy the voters with their work, they will be able to win again.

(i) Define the term political competition ?

(ii) To what extent do you agree that electoral competition leads to electoral fights. Give reasons.

(iii) How is electoral competition helpful to political parties and leaders to win an election? Justify.

*Ans.* (*i*) Political competition takes place when different political parties compete to gain the confidence and the vote of the voters.

(*ii*) Yes, we agree that electoral competition leads to electoral fights among the political parties and leaders as different political parties and leaders often make allegations against one another. Parties and candidates often use dirty tricks to win elections. Political parties try to get the support of the people on the basis of religion, caste, etc. All this creates disunity in the society and leads to communal riots also.

(*iii*) Electoral competition provides incentives to political parties and leaders. If they can satisfy the voters with their work, they will be able to win again. In a democratic set up, it is necessary to have electoral competition as if generates confidence and motivate the voters to vote a suitable political party.

EXAM PRACTICE

# Self Assessment

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## Objective Type Questions

1. The Chief Election Commissioner (CEC) of India is appointed by the ..... .
   (a) Parliament
   (b) President of India
   (c) Prime Minister of India
   (d) The Cabinet of Ministers

2. A ballot paper is a sheet of paper which contains the names of the ..... .
   (a) Presidents of the registered parties
   (b) registered parties
   (c) contesting candidates
   (d) All of these

3. **Assertion** (A) In most democracies, people rule through their representatives.
   **Reason** (R) There is need of elections in democratic countries which are considered essential for any representative democracy.

   **Codes**
   (a) Both A and R are correct and R is the correct explanation of A
   (b) Both A and R are correct, but R is not the correct explanation of A
   (c) A is true, but R is false
   (d) A is false, but R is true

4. Find the incorrect option
   (a) No party or candidate can bribe or threaten voters.
   (b) Parties or candidate are allowed to spend more than ₹ 25 lakh in a constituency for a Lok Sabha elections.
   (c) No party can use government resources for election campaign.
   (d) No political party can appeal to the voters in the name of caste or religion.

5. Match the following

| | List I | | List II |
|---|---|---|---|
| A. | Rigged Elections | 1. | Election is held for one constituency to fill the vacancy caused by death or resignation. |
| B. | By–Elections | 2. | Elections are held in all constituencies at the same time. |
| C. | General Elections | 3. | Elections held on the basis of fraud or malpractices. |

**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 3 | 1 | 2 |
| (c) | 1 | 2 | 3 |

| | A | B | C |
|---|---|---|---|
| (b) | 3 | 2 | 1 |
| (d) | 1 | 3 | 2 |

6. What is the basis of national party?
7. What is the reason of democratic election?
8. The slogan of 'Garibi Hatao' was given by which party during the Lok Sabha elections of 1971?

## Short Answer (SA) Type Questions

9. Explain the difference between by-election and mid-term election.
10. Are the constituencies reserved for the SCs and STs evenly spread all over the entire country or are there more in some areas?
11. What is Secret Ballot System?
12. Explain the difference between the ballot paper and EVM.

## Long Answer (LA) Type Questions

13. Enumerate any three challenges of free and fair elections.
14. Discuss the importance of election manifesto.
15. Suggest five reforms in the electoral system of India.

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CHAPTER

# 04

# Working of Institutions

In a democracy, the rulers have to work with and within institutions. In this process, they come across three institutions i.e. **legislature**, **executive** and **judiciary**. that play a key role in major decisions.

**Chapter Syllabus**

- How is the Major Policy Decision Taken?
- Parliament
- Political Executive
- The Judiciary

## Process of taking a Major Policy Decision

A major policy decision is taken through a **government**[1] order. To know the process of taking a major policy decision, it is important to know about government order and its issuing.

## A Government Order

- **Issuing of Government Order** A government order is a written direction on an issue signed by a government authority (office). It is called an **Office Memorandum**[2]. For example one such order was issued by the Government of India in 1990 (13th August) regarding a major policy decision. It allows 27% **reservation**[3] of Socially and Educationally Backward Classes (SEBC) in civil posts and services under the Government of India.
- **Controversy Over the Order** The issuing of order sometimes led to the countrywide protest. Some of the protests are violent. As a result, the issue becomes the most debated in the media with different views and opinions.
- **Appeal to Stop Implementation of Order** Some persons and associations file a number of cases in courts against the order. They appeal to declare the order invalid and stop its implementation.

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1 **Government** A set of institutions that have the power to make, implement and interpret laws, so as to ensure an orderly life. In its broad sense, government administers and supervises over citizens and resources of a country.

2 **Office Memorandum** A communicaiton issued by an appropriate authority stating the policy or decision of the government.

3 **Reservation** A policy that declare some positions in government employment and educational institutions 'reserved' for people and communities, who have been discriminated against, are disadvantaged and backward.

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- **Court's Intervention and Modifications in Order** The Supreme Court or High Courts examine the constitutional validity of the order and modify it, if there is any violation of constitutional provisions.

## The Decision Makers

*The major decision makers involved in a government order are*

- **President** He is the head of the state and is the highest formal authority in the country.
- **Prime Minister** He is the head of the government and actually exercises all governmental powers. He takes most of the decisions in the Cabinet meetings.
- **Parliament** It consists of the President and two houses i.e. Lok Sabha and Rajya Sabha.

### Mandal Commission Report

The Government of India had appointed the Second Backward Classes Commission in 1979. It was popularly known as Mandal Commission, headed by BP Mandal. The commission gave its report in 1980 and made recommendation of 27% of reservation in government jobs for the socially and educationally backward classes. The report and recommendation were discussed in the parliament but were not implemented.

On 6th August, 1990, a formal decision for implementation of the Mandal Commission report was taken by the cabinet of the then Janata Dal Government under the leadership of VP Singh. The Prime Minister informed both the houses of the Parliament about the decision. The decision of the cabinet was sent to the Department of Personal and Training.

After the decision of the government, newspapers and magazines were full of different views and opinions on this issue. It led to widespread protests and counter protests, some of which were violent. People reacted strongly because this decision affected thousands of job opportunities.

## Need for Political Institutions

**Political Institutions**[4] are the arrangements made in the democracies to take and implement decision, to see what is wrong and what is right in case of disputes regarding the decision. There are several such institution at work in our democracy. *These are*

(i) The Prime Minister and the cabinet are institutions that take all important policy decisions.

(ii) The civil servants, working together are responsible for taking steps to implement the minister's decisions.

(iii) The Supreme Court is an institution where disputes between Citizens and the government are finally settled.

Institutions involve rules and regulations, which limits the authority of the leaders. Without the functions of the tasks assigned to political institution, the democracy cannot work.

Institutions make it difficult to have a good decision taken very quickly. But they also make it equally difficult to rush through (take quickly) a bad decision. Thus, the democratic governments favour institutions.

## Parliament

In all democracies, an assembly of elected representatives exercises **Supreme Political Authority** on behalf of the people. In India such a national assembly of elected representatives is called Parliament. At the state level it is called **Legislature** or **Legislative Assembly**[5].

In other words, Parliament is a set of people elected regularly by the people of the country, directly (through direct elections) or Indirectly (through indirect elections).

All the decisions taken by the government, before implementation are discussed in the Parliament. Decisions can be implemented only after the approval by the Parliament.

## Need of Parliament

*We need Parliament due to the following reasons*

(i) Parliament is the final authority for making new laws and changing existing laws in India.

(ii) In India, the control of Parliament over the government is direct and full. Those who run the government can take decisions only as long as they enjoy support of the Parliament.

(iii) Parliament controls all the money of the government. In most countries, the public money can be spent only when the Parliament sanctions it.

(iv) Parliament is the highest forum of discussion and debate on public issues and national policy in any country. Parliament can seek information about any matter.

---

4 **Political Institution** A set of procedures for regulating the conduct of government and political life in the country.

5 **Legislature or Legislative Assembly** An assembly of people's representatives with the power to enact laws for a country. In addion to enacting laws, legislatures have authority to raise taxes and adopt the budget and other money bills.

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## Two Houses of Parliament

The Parliament plays a central role in modern democracies. Large countries have divided the role and powers of Parliament into two parts. They are called **Chambers or Houses.**

*Indian Parliament consists of two houses or chambers which are*

(i) **Lok Sabha** (House of the People) or **Lower Chamber**
It is usually directly elected by the people and exercises the real power on behalf of the people. The Lok Sabha or the Lower House is composed of the elected representatives of the people. The Prime Minister must have the support of a majority of Lok Sabha members.

(ii) **Rajya Sabha** (Council of States) or **Upper Chamber**
It is indirectly elected and performs special functions such as interest of various states, regions or federal units. The Rajya Sabha or Upper House represents the interests of the States and Union Territories.

The **President of India** is a part of the **Parliament**, although he/she is not a member of either house. Due to this reason, all laws made in the houses come into force only after they receive the assent of the President.

### Special Powers of Lok Sabha Over Rajya Sabha

Our Constitution gives some special powers to Rajya Sabha but on most of the matters, the Lok Sabha exercises supreme power. *These are*

(i) Any ordinary law needs to be passed by both the houses. However if there is a difference between the two houses, the final decision is taken in a joint session. Due to larger number of members, the view of Lok Sabha will prevail in such a session.

(ii) Lok Sabha exercises more powers in money matters. Once the Lok Sabha passes the budget of the government or any other money-related law or **Money Bill**[6], the Rajya Sabha cannot reject it.

(iii) The Rajya Sabha can only delay money bill by **14 days** or suggest to change it. However, the Lok Sabha may or may not accept these suggestions.

(iv) The Lok Sabha controls the **Council of Ministers.** Only a person who enjoys the **support of the majority** of the members in the Lok Sabha is appointed as the **Prime Minister.** If the majority of the Lok Sabha members say that they have **no confidence** in the Council of Ministers, all ministers including the Prime Minister have to quit. However, the Rajya Sabha does not have this power.

**Check Point 01**

1 ..... is the head of the state and is the highest formal authority in the country.
2 When did Janata Dal form government in India?
3 ..... is the final authority for making new laws and changing existing laws in our country.
4 Which house of Parliament consists of indirectly elected members?
5 How many days the Rajya Sabha can delay Money Bill?

## Political Executive

The functionaries who take day-to-day decisions but do not exercise supreme power on behalf of the people are known as **executive**[7]. They are called executive because they are in charge of the execution of the policies of the government.

## Political and Permanent Executive

In a democratic country, two categories make up the executive. *They are*

### Political Executive

- They are elected by the people for a specific period. They take major decisions. Political leaders fall in this categories.
- They have more power than the permanent executive. This is because the political executive is elected by the people and in a democracy will of people is supreme.
- They are answerable to the people for all consequences of their decisions.
- They can take advice of the permanent executive and then decide the overall framework and objectives of the policy to be implemented.

### Permanent Executive

- They are appointed on a long-term basis. Persons working as permanent executive in civil services are known as **civil servants.**
- They remain in office even when the ruling party changes.
- They work under political executive and assist them for carrying out daily administration.
- They are more educated and have expertise on the subject of ministry.
  For example, advisor of the finance ministry know more about economics than the finance minister. But still decision of the finance minister will be the final.

6 **Money Bill** Bill dealing with money matters like taxes, income, expenditure and grants.
7 **Executive** A body of persons having authority to initiate major policies, make decisions and implement them on the basis of constitution and laws of the country.

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## Prime Minister

The Prime Minister is the **head of the government** and actually exercises all the government powers. It is the most important **political institution** in the country.

The President appoints the leader of the majority party or the coalition of parties that commands a majority in the Lok Sabha as a Prime Minister.

In case, no single party gets a majority, the President appoints the person who could secure a majority support.

The Prime Minister does not have a fixed tenure. He continues in power as long as he remains the leader of the majority party or coalition party.

### Powers of the Prime Minister

The Prime Minister has wide ranging powers. *These are*

(i) The Prime Minister is free to choose ministers, as long as they are Members of Parliament.

(ii) He chairs and takes most of the decisions in the Cabinet meetings.

(iii) He coordinates the work of different departments and his decisions are final in case of disagreements arise between departments.

(iv) He exercises general supervision of different ministries and all ministers work under his leadership.

(v) He distributes and redistributes work to the ministers.

(vi) He also has the power to dismiss ministers. When the Prime Minister quits, the entire ministry quits.

## Council of Ministers

It is the official name for the body that includes all the ministers. It usually has 60 to 80 ministers of different ranks. *The Council of Ministers comprise*

(i) **Cabinet Ministers** who are usually top level leaders of the ruling party or parties who are incharge of the major ministries. Cabinet is the inner ring of the Council of Ministers. It comprises about 25 ministers.

(ii) **Ministers of State with independent charge** who are usually incharge of smaller ministries. They participate in the Cabinet meetings only when specially invited.

(iii) **Ministers of State** who are attached to and required to assist Cabinet Ministers.

### Appointment of Council of Ministers

After the appointment of the Prime Minister, the **President appoints the Council of Ministers on the advice of Prime Minister.**

Council of Ministers are usually from the party or coalition that has majority in Lok Sabha.

Sometimes, a person who is not a member of Parliament can also become a minister. However, such a person has to get elected to one of the Houses of Parliament within 6 months of his appointment.

### Cabinet Form of Government

In most of the countries, the parliamentary democracy is often known as Cabinet form of government. This is because, it is not possible for all ministers to meet regularly and discuss everything, so the decisions are taken in Cabinet meetings. In this form, no minister can openly criticise any decision of the government even if it is about another ministry or department.

Every Ministry has secretaries, who are civil servants. The secretaries provide the necessary background information to the ministers to take decisions.

The Cabinet as a team is assisted by the **Cabinet Secretariat.** This incloudes many senior civil servants who try to coordinate the working of different ministeries.

## The President

The President is the **head of the state.** In our political system, the head of the state exercises only nominal powers. The President supervises the overall functioning of all the political institutions in the country so that they operate in harmony to achieve the objectives of the state.

## Appointment of the President

The President of India is elected indirectly by an **electoral college**[8], in accordance with the system of proportional representation by means of the **single transferable vote.** *The electoral college consists of*

(i) the elected Members of both Houses of Parliament (MPs).

(ii) the elected Members of the Legislative Assemblies of the states (MLAs).

(iii) the elected Members of the Legislative Assemblies (MLAs) of Union Territories of Delhi and Puducherry.

8 **Electoral College** A specially constituted elected body to elect the President and Vice-President of India.

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A candidate standing for President's post has to get a majority of votes to win the election. This ensures that the President can be seen to represent the entire nation.

The President can never claim the kind of direct popular mandate like the Prime Minister because the Prime Minister is directly elected through popular election. This ensures that President remains only a nominal executive.

## Powers of the President

*The President enjoys the following powers*

(i) All governmental activities take place in the name of the President. All laws and major policy decisions of the government are issued in President's name.

(ii) All major appointments are made in the name of the President. These include the appointment of the **Chief Justice of India**, the **Judges of the Supreme Court** and the **High Courts** of the states, the **Governors** of the states, the **Election Commissioners**, **Ambassadors** to other countries, etc.

(iii) All international treaties and agreements are made in the name of the President.

(iv) The President is the supreme commander of the defence forces of India.

(v) The President has emergency powers i.e. powers to deal with an unexpected and critical situation. e.g. power to declare emergency or **President's rule**[9] and issuing an **ordinance**[10].

## Limitation on the Powers of the President

*Limitations on the power of President are as follows*

(i) The President exercises all the powers only on the advice of the **Council of Ministers.**

(ii) The President can ask the Council of Ministers to reconsider its advice. However, if the same advice is given again, he/she is bound to act according to it.

(iii) A bill passed by the Parliament becomes a law only after the President gives approval to it. If the President wants, he/she can delay this for sometime and send the bill back to the Parliament for reconsideration.

However, if the Parliament passes the bill again, he/she has to sign it.

### The Presidential System

In many countries of the world, the President is both the head of the state and the head of the government. The President of **United** States of America (USA) is the well known example of this kind of President.

The US President is directly elected by the people. He personally chooses and appoints all ministers. The law making is still done by the Legislature (called the Congress), but the President can veto any law.

The President does not need the support of the majority of members in the Congress and neither he is answerable to them.

He has a fixed tenure of four years and completes it even if his party does not have a majority in the Congress.

This model is followed in most of the countires of **Latin America**, and many other ex-Soviet Union countries. This system of government is called the **Presidential form of government**.

## The Judiciary

It refers to an institution empowered to administer justice and provide a mechanism for the resolution of legal disputes.

The Indian judiciary consists of a **Supreme Court** for the entire nation, **High Courts** and **Subordinate Courts**[11] in the states and **District Courts** and the courts at local level.

India has an integrated or **unified judiciary**[12]. It means that the Supreme Court controls the judicial administration in the country. Its decisions are binding on all other courts of the country.

*The Supreme Court can take up any dispute between*

(i) Citizens of the country

(ii) Citizens and government

(iii) Two or more State Governments

(iv) Governments at the Union and State level

## Independence of Judiciary

It means that the judiciary is not under the control of the legislature or the executive.

The judges do not act on the direction of the government or according to the wishes of the political party in power.

---

9 **President's Rule** If the President gets a report from the Governor or any other source that the government of the state cannot be carried on in accordance with the Constitution, he can impose President's rule. Government becomes unitary in nature.

10 **Ordinance** A direction issued by the President, when Parliament is not in session. It has the force of law for 6 months.

11 **Subordinate Courts** The courts which function under the supervision and orders of the High Court.

12 **Unified Judiciary** India has a single judicial system for the entire country connected by a number of courts with the Supreme Court at the apex of the entire judicial system.

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## Appointment and Removal of Judges

*The appointment and removal of judges of Supreme Court and High Court is as follows*

(i) The judges of the Supreme Court and the High Courts are appointed by the **President** on the advice of the **Prime Minister** and in consultation with the **Chief Justice of the Supreme Court.**

(ii) The senior judges of the Supreme Court select the new judges of the Supreme Court and the High Courts. The seniormost judge of the Supreme Court is usually appointed as the Chief Justice.

(iii) A judge can be removed only by an **impeachment**[13] motion passed separately by two-third members of the two houses of the Parliament. It has never happened in the history of Indian democracy.

## Role of the Supreme Court and the High Courts

*The role of Supreme Court and High Courts is as follows*

(i) The Supreme Court and the High Courts have the power to interpret the Constitution of the country.

(ii) They can declare any law of the legislature or the actions of the executive invalid, whether at the Union level or State level, if they find such a law or action is against the Constitution.

(iii) They can determine the constitutional validity of any legislation or action of the executive in the country, when it is challenged before them. This is known as the **judicial review.**

The Supreme Court of India has also ruled that the core or basic principles of the Constitution cannot be changed by the Parliament.

## Judiciary as a Highest Authority

The powers and the independence of the Indian judiciary allow it to act as the guardian of the Fundamental Rights.

Any one, can approach the courts if public interest is hurt by the actions of government. This is called **Public Interest Litigation** (PIL).

The courts intervene to prevent the misuse of the government's power to make decisions. They check malpractices on the part of public officials. That is why, the judiciary enjoys a high level of confidence among the people.

### Check Point 02

1 The ..... is the head of the government.

2 ..... ministers are usually top level leaders of the ruling party or parties.

3 What is PIL?

4 How many members of the Parliament should pass impeachment motion to remove a judge?

5 Who act as the guardian of the Fundamental Rights?

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# SUMMARY

- In a democracy, the rulers have to work with and within institution and in this process, they come across three institutions : **Legislature, Executive** and **Judiciary** that play a key role in major decisions.
- A major policy decision is taken through a government order. An order, issued by Government is called an **Office Memorandum** (OM).
- The major decision involves some major functionaries of our country. They include the President, The Prime Minister and Parliament.
- **Parliament** is a set of people who are regularly elected by the people, directly or indirectly.
- The upper house or **Rajya Sabha** is indirectly elected and performs special functions.
- The lower house or **Lok Sabha** is directly elected by people and exercises the real power on behalf of the people. The Constitution of India gives some special powers to Rajya Sabha but the Lok Sabha exercises supreme power on most matters.
- Executives take day-to-day decision but do not exercise Supreme power on behalf of the people.
- There are two categories of executive i.e. **permanent executive** and **political executive.**
- The political executive is more powerful than the permanent executive.
- The **Prime Minister** is the head of the government and actually exercises all the government powers.
- The **Council of Ministers** is the official name for the body that includes cabinet ministers, ministers of state with independent charge and ministers of state.
- The **President** is the head of the state and exercises only nominal powers.
- The President is indirectly elected by an electoral college in accordance with the system of proportional representation.
- All the courts at different levels in a country put together is called **integrated judiciary**.
- The powers and the independence of the Judiciary allow it to act as the guardian of the Fundamental Rights.
- Through **Public Interest Litigation** (PIL) anyone can approach the courts if public interest is hurt by the actions of Government.

# NCERT FOLDER

## Intext Questions

### *On Page 58*

**1** Is every Office Memorandum a major political decision? If not, what made the memorandum O.M. No. 36012/31/90-Est (SCT) dated 13th August, 1990 different?

*Ans.* Every Office Memorandum is not a major political decision, most of them are routine in nature. This Office Memorandum O.M. No. 36012/31/90-EST (SCT), dated 13th August, 1990, relating to reservation for the **Socially and Educationally Backward Classes** (SEBCs) in government services was different because it affected all the sections of society.

The benefit of job reservation was till then available only to Scheduled Castes and Scheduled Tribes. Now a third category, SEBCs was introduced. Moreover, this reservation issue was a major source of controversy for several years and led to many agitations and court cases.

### *On Page 60*

**2** Who did what in this case of reservations for backward classes?

| | |
|---|---|
| Supreme Court | Made formal announcement about this decision |
| Cabinet | Implemented the decision by issuing an order |
| President | Took the decision to give 27% job reservations |
| Government officials | Upheld reservations as valid |

*Ans.* *The columns are matched as given below*

| Who | Did What |
|---|---|
| Supreme Court | Upheld reservations as valid |
| Cabinet | Took the decision to give 27% job reservations |
| President | Made formal announcement about this decision |
| Government officials | Implemented the decision by issuing an order |

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**3** Which institutions are at work in the running of your school? Would it be better if one person alone took all the decisions regarding management of your school?

*Ans.* The institutions of the school which perform different functions are the Principal's office, the school's administrative office, the different departments like sports, medical room, library and teachers. No, it would not be good if one person takes all the decisions regarding the management of our school. Because a large number of activities are going on all the time. It is not possible for one person to take proper decisions on all issues. Even if one person does take these decisions, he or she might not be able to take these properly as it might be taken in haste or without understanding its implications.

## On Page 62

**4** What is the point in having so much debate and discussion in the Parliament when we know that the view of the ruling party is going to prevail?

*Ans.* The view of the ruling party prevails in Parliament, but we should have debates and discussions because this helps to bring out the positive and negative points of the issue under consideration.

The positive aspects might be adopted by the ruling party and similarly, negative aspects could be omitted even if the entire bill is not changed.

To give the information to the public regarding the topic for a particular decision which is going to be taken by the ruling party, debate and discussion are necessary in the Parliament.

Also, it is not certain that the ruling party is open to ideas and discussions which might influence the ruling party to adopt new ideas. Thus, open debate and discussion are essential for democracy.

**5** When the Parliament is in session, there is a special programme everyday on Doordarshan about the proceedings in Lok Sabha and Rajya Sabha. Watch the proceedings or read about them in the newspapers and note the following

(a) Powers of the two Houses of Parliament

(b) Role of the Speaker

(c) Role of the Opposition

*Ans.* (*a*) **Powers of the two Houses of Parliament** The Lok Sabha members are directly elected by the voters and are the final voice in the passing of any laws. The Rajya Sabha members are indirectly elected or nominated and they function mostly in an advisory capacity. But the consent of both Houses is required for passing any bill, making a law or making amendments to the Constitution.

(*b*) **Role of the Speaker** (Lok Sabha)

*The Speaker's main functions are*

- Regulate the proceedings of the Houses.
- Maintain discipline in the House and to interpret its rules of procedure.
- Supervise parliamentary committees.
- Permit the moving of various kinds of motions and resolutions like the motion of no confidence, motion of adjournment, motion of censure, etc.

(*c*) **Role of the Opposition** The major function of the opposition is to act as a check on the ruling party, so that any faults of theirs are exposed and any mistake made by the ruling party can be corrected. They can even bring a no-confidence motion against the government if it is seen to be not functioning properly.

## On Page 67

**6** Why does the textbook refer to the President as 'she'? Have we ever had a woman President in our country?

*Ans.* The book refers to the President as she shows that the highest office in India can also be occupied by a woman.Yes, we have had a woman President in our country. Pratibha Devi Singh Patil has been the only woman President of our country. She served as the 12th President (July 2007–July 2012) in our country. She was supported by United Progressive Alliance (UPA) and left parties.

## On Page 68

**7** What is better for a democracy : a Prime Minister who can do whatever he wishes or a Prime Minister who needs to consult other leaders and parties?

*Ans.* Both these cases are not better for a democracy. If a Prime Minister is free to do as he wishes, there is a possibility that he might develop authoritarian or dictatorial tendencies. On the other hand, if all the time he has to consult other leaders and parties, it would hamper his working. Therefore, he should have freedom of taking decisions, but he should also consult with other leaders of parties on important issues.

## On Page 70

**8** Why are people allowed to go to courts against the government's decisions?

*Ans.* *People are allowed to go to courts against the government's decision because*

Sometimes the actions of the government or a law passed by the government might hurt the public interest or might be against the spirit of the constitution.

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In such cases, citizens have the right to go to court to get justice. Such cases are called Public Interest Litigations (PILs).

In case of violation of Fundamental Rights by the government, the citizen can go to the courts for justice. Then the courts intervene to prevent the misuse of power by the government.

**9** Give one reason each to argue that Indian judiciary is independent with respect to
(a) Appointment of Judges
(b) Removal of Judges
(c) Powers of the Judiciary.

*Ans.* (a) **Appointment of Judges** The Judges of the Supreme Court and the High Courts are appointed by the President on the recommendation of the Prime Minister and in consultation with the Chief Justice of India.

In actual practice, the Senior Judges of the Supreme Court select new Judges for the Supreme Court as well as for the High Courts. Here, seniority and merit are the main considerations with hardly any scope for manipulation by anybody. Thus, independence of Judiciary is ensured when there is no influence or interference from government during the appointment of judges.

(b) **Removal of Judges** The procedure of removal of Judges of the Supreme Court and High Courts is very difficult to actually carry out.

They can be removed only on the basis of an impeachment motion passed by two-thirds majority in both Houses of Parliament separately. So, removal of judges cannot be done arbitrarily. Judiciary is competent in itself to deal with such issues. Independence of Judiciary is ensured when there is no political pressure and biasness during the process of removal of judges.

(c) **Powers of the Judiciary** The powers are clearly spelt out in the constitution and they cannot be diluted by Parliament or by any presidential order. So, no politician can reduce or increase their powers.

The Supreme Court has the power to declare illegal any law made by Parliament if it goes against the Constitution. This ensures the independence of judiciary in a modern democracy.

## Exercises

**1** If you are elected as the President of India which of the following decisions can you take on your own?
(a) Select the person you take on your own
(b) Dismiss a Prime Minister who has a majority in Lok Sabha
(c) Ask for reconsideration of a bill passed by both the houses
(d) Nominate the leaders of your choice to the Council of Ministers

*Ans.* (c) Ask for reconsideration of a bill passed by both the houses

**2** Who among the following is a part of the political executive?
(a) District Collector
(b) Secretary of the Ministry of Home Affairs
(c) Home Minister
(d) Director General of Police

*Ans.* (c) Home Minister

**3** Which of following statements about the judiciary is false?
(a) Every law passed by the Parliament needs approval of the Supreme Court
(b) Judiciary can strike down a law if it goes against the spirit of the constitution
(c) Judiciary is independent of the executive
(d) Any citizen can approach the courts if her rights are violated

*Ans.* (a) Every law passed by the Parliament needs approval of the Supreme Court

**4** Which of the following institutions can make changes to an existing law of the country?
(a) The Supreme Court (b) The President
(c) The Prime Minister (d) The Parliament

*Ans.* (d) The Parliament

**5** Match the ministry with the news that the ministry may have released.

| Column A | Column B |
|---|---|
| A. A new policy is being made to increase the jute exports from the country | (i) Ministry of Defence |
| B. Telephone services will be made more accessible to rural areas | (ii) Ministry of Agriculture, Food and Public Distribution |
| C. The price of rice and wheat sold under the Public Distribution System will go down | (iii) Ministry of Health |
| D. A pulse polio campaign will be launched | (iv) Ministry of Commerce and Industry |
| E. The allowances of the soldiers posted on high altitudes will be increased | (v) Ministry of Communications and Information Technology |

*Ans.* (A)–(iv), (B)–(v), (C)–(ii), (D)–(iii), (E)–(i)

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**6** Of all the institutions that we have studied in this chapter, name the one that exercises the powers on each of the following matters.

(a) Decision on allocation of money for developing infrastructure like roads, irrigation, etc., and different welfare activities for the citizens.

(b) Considers the recommendation of a committee on a law to regulate the stock exchange.

(c) Decides on a legal dispute between two State Governments.

(d) Implements the decision to provide relief for the victims of an earthquake.

*Ans.* (a) Parliament (Lok Sabha Money Bill)

(b) Parliament

(c) The Supreme Court

(d) The Executive

**7** Why is the Prime Minister in India not directly elected by the people?

(a) In a parliamentary democracy, only the leader of the majority party in the Lok Sabha can become the Prime Minister.

(b) Lok Sabha can remove the Prime Minister and the Council of Ministers even before the expiry of their term.

(c) Since, the Prime Minister is appointed by the President there is no need for it.

(d) Direct election of the Prime Minister will involve lot of expenditure on election.

*Ans.* The most appropriate answer is option '(a)'.

Because, the Prime Minister should be a person who has the support of the majority of the members, so that he has no difficulty in implementing his policies and passing of laws in Parliament. Secondly, since he is the leader of the majority party, he cannot act and take decisions all by himself or become a dictator.

**8** Three friends went to watch a film that showed the hero becoming Chief Minister for a day and making big changes in the state. Imran said this is what the country needs. Rizwan said this kind of a personal rule without institutions is dangerous. Shankar said all this is a fantasy. No minister can do anything in one day. What would be your reaction to such a film?

*Ans.* My reaction would be in favour of Rizwan who said that rule without institutions is dangerous. Institutions channelise the functioning of administration. Moreover, such films are unrealistic and cater only to the entertainment of the people. The actions and decisions shown in the films are not practical.

Before taking big decisions or making changes, there is a need to first consider its positive and negative factors, its advantages and disadvantages, which needs time and planning. So, such films should not be taken seriously.

**9** A teacher was making preparations for a mock Parliament. She called two students to act as leaders of two political parties. She gave them an option : Each one could choose to have a majority either in the mock Lok Sabha or in the mock Rajya Sabha. If this choice was given to you, which one would you choose and why?

*Ans.* *I would choose to have a majority in the mock Lok Sabha because the Lok Sabha is more powerful than the Rajya Sabha in the following ways*

(*i*) Money Bills can originate only in the Lok Sabha.

(*ii*) In case of a joint session, the Lok Sabha prevails in the voting because it has more members.

(*iii*) The Council of Ministers are responsible and answerable to the Lok Sabha.

(*iv*) The Lok Sabha is directly elected by the voters of the country and represents the will of the people.

**10** After reading the example of the reservation order, three students had different reactions about the role of the judiciary. Which view, according to you, is a correct reading of the role of judiciary?

(a) Srinivas argues that since the Supreme Court agreed with the government, it is not independent.

(b) Anjaiah says that judiciary is independent because it could have given a verdict against the government order. The Supreme Court did direct the government to modify it.

(c) Vijaya thinks that the judiciary is neither independent nor conformist, but acts as a mediator between opposing parties. The court struck a good balance between those who supported and those who opposed the order.

*Ans.* (b) The view of Anjaiah is correct regarding the role of the judiciary. It has to act independently and will not mediate between parties.

It can give verdict against the government order. It can also direct the government to modify the decision in the interest of the nation. For example, the Supreme Court's role in the case of Mandal Commission.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** The Parliament consists of how many houses?
(a) Two (b) Three (c) Four (d) One

*Ans.* (a) Two

**2** The Prime Minister must have support of a majority of
(a) Rajya Sabha (b) States
(c) Lok Sabha (d) Cabinet Ministers

*Ans.* (c) Lok Sabha

**3** Which of the following is called as 'Upper Chamber' of Parliament?
(a) Lok Sabha (b) President's Office
(c) Prime Minister's Office (d) Rajya Sabha

*Ans.* (d) Rajya Sabha

**4** No confidence motion can be passed in ..... .
(a) Rajya Sabha (b) Lok Sabha
(c) The Council of Ministers (d) Any of the House

*Ans.* (b) Lok Sabha

**5** For how many days the Rajya Sabha can delay a Money Bill?
(a) 10 days (b) 12 days (c) 14 days (d) 11 days

*Ans.* (c) 14 days

**6** If there is a difference between Lok Sabha and Rajya Sabha, in what way the final decision is taken?
(a) Under the guidance of the President
(b) Under the guidance of the Prime Minister
(c) In a joint session of both the houses
(d) Under the guidance of the speaker of Lok Sabha

*Ans.* (c) In a joint session of both the houses

**7** Who among the following is the head of the government?
(a) The President (b) The Vice-President
(c) The Speaker of Lok Sabha (d) The Prime Minister

*Ans.* (d) The Prime Minister

**8** Who among the following is the highest formal authority in the country?
(a) The Chief Justice of India
(b) The Prime Minister of India
(c) The President of India
(d) The Vice-President of India

*Ans.* (c) The President of India

**9** Which one of the following is not a part of Indian Judicialy system?
(a) High Courts in the states
(b) The Supreme Court
(c) Village Panchayat
(d) District Courts

*Ans.* (c) Village Panchayat

**10** The decisions of which one of the following courts is binding to all other courts of the country?
(a) Disirict Courts
(b) The High Courts of the states
(c) The Supreme Court
(d) None of the above

*Ans.* (c) The Supreme Court

**11** Which of the following disputes is/are taken up by the Supreme Court?
(a) Between citizens and government
(b) Between two or more State Governments
(c) Between governments at the Union and state level
(d) All of the above

*Ans.* (d) All of the above

**12** Which one of the following is incorrect about the Supreme Court of India?
(a) It is the highest court of appeal in civil and criminal cases.
(b) It cannot take up any dispute between citizens of the country.
(c) It can hear appeals against the decisions of the High Courts.
(d) None of the above

*Ans.* (b) It cannot take up any dispute between citizens of the country.

**13** Consider the following statement which defines the powers of the Prime Minister.
(a) The Prime Minister coordinates the work of different departments and his decisions are final.
(b) He chairs and takes most of the decisions in the Cabinet meetings.
(c) All laws and major policy decisions of the government are issued on his name.
(d) Both (a) and (b)

*Ans.* (d) Both (a) and (b)

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**14** Consider the following statement regarding the limitations on the powers of President.
(a) The President exercises all the powers only on the advice of the Council of Ministers.
(b) The President can ask the Council of Ministers to reconsider its advice. But if the same advice is given again, he/she is bound to act according to it.
(c) All major appointments are made in the name of the President.
(d) Both (a) and (b)

*Ans.* (d) Both (a) and (b)

**15** Find the incorrect option.
(a) A major policy decision is taken through a government order.
(b) A government order is a written direction on an issue signed by a government authority.
(c) One of the debatable government order was issued on 13th August, 1990.
(d) None of the above

*Ans.* (d) None of the above

**16** Find the incorrect option
(a) Judiciary is empowered to administer justice and provide a mechanism for the resolution of legal disputes.
(b) India has an integrated or unified judiciary.
(c) The High court controls the judicial administration in the country.
(d) The Judiciary is not under the control of legislature or the executive.

*Ans.* (d) The Judiciary is not under the control of legislature or the executive.

**17** Find the incorrect option.
(a) All treaties and agreements are made in the name of the Prime Minister.
(b) The President is the supreme commander of the defence forces of India.
(c) The Prime Minister chairs and takes most of the decisions in the Cabinet meetings.
(d) The President supervises the overall functioning of all the political institutions in the country.

*Ans.* (a) All treaties and agreements are made in the name of the Prime Minister.

**18** Arrange the following in a correct sequence
(i) A formal decision for implementation of Mandal Commission.
(ii) Appointment of Second Backward Classes Commission by Government of India.
(iii) Mandal Commission gave its report and recommendations.
(iv) Lok Sabha elections won by Janata Dal

**Codes**
(a) (ii), (iii), (iv), (i) (b) (i), (iv), (ii), (iii)
(c) (iii), (iv), (i), (ii) (d) (iv), (i), (iii), (ii)

*Ans.* (a) (ii), (iii), (iv), (i)

## Match the Following

**19**

| List I | List II |
|---|---|
| A. Lower Chamber | 1. Political Leaders |
| B. Upper Chamber | 2. Civil Servants |
| C. Permanent Executive | 3. Lok Sabha |
| D. Political Executive | 4. Rajya Sabha |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 3 | 4 | 2 | 1 |
| (b) | 2 | 1 | 4 | 3 |
| (c) | 4 | 1 | 2 | 3 |
| (b) | 4 | 1 | 4 | 3 |

*Ans.* (a)

**20**

| List I | List II |
|---|---|
| A. Prime Minister | 1. Head of the State |
| B. President | 2. Head of the Government |
| C. Member of Parliament | 3. Elected members of State Legislatures |
| D. Member of Legislative Assemblies | 4. Elected members of both the houses of Parliament |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 3 | 4 | 2 | 1 |
| (b) | 2 | 1 | 4 | 3 |
| (c) | 4 | 1 | 2 | 3 |
| (b) | 4 | 1 | 4 | 3 |

*Ans.* (b)

## Picture Based Question

**21** What does this picture depict?

(a) It refers to riots which took place when reservation quota was made into a law.
(b) Reservation of State constituencies.
(c) Reservation of women candidates in Lok Sabha.
(d) None of the above

*Ans.* (a) It refers to riots which took place when reservation quota was made into a law.

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## Fill in the Blanks

**22** The Government of India had appointed the Second Backward Classes Commission in ... .

*Ans.* 1979

**23** ..... became the Prime Minister after the Lok Sabha election of 1989.

*Ans.* V P Singh

**24** ..... is the highest forum of discussion and debate on public issues and national policy in any country.

*Ans.* Parliament

**25** ..... are elected by the people for a specific period.

*Ans.* Political Executive

**26** Permanent executive are also known as ..... .

*Ans.* Civil Servants

## Correct and Rewrite

**27** Rajya Sabha exercises more powers in money matters or money-related laws.

*Ans.* Lok Sabha exercises more powers in money matters or money related laws. Once the Lok Sabha passes the money-related law or Money Bill, the Rajya Sabha cannot reject it.

**28** The Judiciary is under the control of the Legislature and the Executive.

*Ans.* The Judiciary is not under the control of the legislature and the executive, as the Judges do not act on the direction of the government or according to the wishes of the political party in power.

## Assertion / Reason

**29** **Assertion** (A) The President of India is elected indirectly by an electoral college with the system of proportional representation.

**Reason** (R) The President can never claim the kind of direct popular mandate that the Prime Minister can.

**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false but R is true

*Ans.* (*b*) Both A and R are true but R is not the correct explanation of A

**30** **Assertion** (A) The Political Executive has more powers than the Permanent Executive.

**Reason** (R) The Political Executive is elected by the people and in a democracy will of the people is supreme.

**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (*b*) Both A and R are true, and R is the correct explanation of A

## Very Short Answer Questions

**31** What does SEBC stand for?

*Ans.* SEBC stands for Socially and Educationally Backward Classes.

**32** Which political institutions take all important policy decisions?

*Ans.* The Prime Minister and the Cabinet are institutions that take all important policy decisions.

**33** Who is the final authority for making laws in any country?

*Ans.* The Parliament is the final authority for making laws in any country.

**34** What is Lok Sabha?

*Ans.* Lok Sabha is the Lower House of the Indian Parliament, which is directly elected by the people and exercises the real power on behalf of the people.

**35** In which House of the Parliament a Money Bill can be introduced?

*Ans.* A Money Bill can be introduced only in Lok Sabha.

**36** In what ways Lok Sabha exercises supreme power over Rajya Sabha?

*Ans.* Lok Sabha exercises more powers on money matter and during the joint session, final decision is taken by Lok Sabha because of its large number of members.

**37** Can the Houses of the Parliament be dissolved?

*Ans.* Rajya Sabha is a permanent House, so it cannot be dissolved whereas Lok Sabha can be dissolved.

**38** When does a bill become a law?

*Ans.* A bill becomes a law after it is passed by both houses of Parliament and assent given by the President.

**39** How are members of Council of Ministers appointed?

*Ans.* The members of Council of Ministers are appointed by the President on the advice of the Prime Ministers.

**40** Who is the highest executive authority of India?

*Ans.* The President is the highest executive authority of India.

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## Short Answer (SA) Type Questions

**1** Explain the "Indira Sawhney and others vs Union of India case" along with its major reforms.

*Ans.* The Indira Sawhney and others vs Union of India case was filed by some persons and associations regarding the governmental decision on 27% reservation for the SEBC.

The major reform was that Supreme Court modified the original order and declared that well-to-do persons among the backward classes should be excluded from getting benefit of the reservation.

Hence, the Department of Personnel and Training issued another Office Memorandum on 8th September, 1993.

**2** 'Lok Sabha is more powerful than Rajya Sabha'. Analyse the statement.'

or How does Lok Sabha exercise supreme power?

*Ans.* *Lok Sabha exercises supreme power or it is more powerful than Rajya Sabha in the following ways*

(*i*) Any ordinary law needs to be passed by both the houses but in case of conflict, view of Lok Sabha prevails because it has large number of members.

(*ii*) Once the Lok Sabha passes the budget or any other money related law, Rajya Sabha cannot reject it. The Rajya Sabha can delay it for a maximum of 14 days or suggest changes in it which may or may not be accepted by the Lok Sabha.

(*iii*) Most importantly, the Lok Sabha controls the Council of Ministers. If the majority of the Lok Sabha members say that they have no confidence in the Council of Ministers, then all the ministers including the Prime Minister have to resign.

Thus, it can be concluded that Lok Sabha is more powerful than Rajya Sabha.

**3** Distinguish between Political executives and Permanent executives.

*Ans.* *The points tabulated below distinguish Political and Permanent executive*

| Political Executive | Permanent Executive |
|---|---|
| Elected by the people (voters) for specific period. | Appointed on a long-term basis. |
| Political leaders are political executives. | Civil servants are the permanent executives. |
| Answerable to the people. | Answerable to the government. |

**4** Write any three constraints on the powers of the Prime Minister of a coalition government.

*Ans.* *The three constraints or limitations on the powers of Prime Minister of coalition government are*

(*i*) The Prime Minister has to accommodate different groups and factions in his party as well as his alliance partners.

(*ii*) The Prime Minister has to pay attention to the views and positions of his coalition partners for the survival of his government.

(*iii*) The agenda and policies of the government are usually decided as a common minimum programme which includes all the views and demands of coalition partners.

**5** Mention any three legislative powers of the President of India.

*Ans.* *Three legislative powers of the President of India are*

(*i*) The President is not a member of either house of the Parliament. But she is an integral part of the legislative process. She plays an important role in making of laws.

(*ii*) The President has the power to dissolve the Lok Sabha. She can summon joint sitting of both houses of Parliament.

(*iii*) The President has the power to send messages to either house of the Parliament either regarding any pending bill or any other matter.

**6** Discuss the emergency powers of the President of India.

*Ans.* The President of India can declare three types of emergencies—national, state and financial.

- **National emergency** is declared by President due to war, external aggression or armed rebellion in whole of India or a part of its territory. In such emergency, Fundamental Rights of Indian citizen can be suspended.
- **State emergency** is declared by the President due to breakdown of constitutional machinery in a state.
- **Financial Emergency is declared** When the financial stability or credibility of India is threatened, then the President of India may issue a proclamation of **Financial emergency.**

**7** Explain the limitations of the powers of the President.

*Ans.* *Following are the limitations*

(*i*) The President exercises all the powers on the advice of the Council of Ministers.

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(ii) The President can ask the Council of Ministers to reconsider his advice. But if the same advice is given again, he/she is bound to act according to it.

(iii) Similarly, a bill passed by the Parliament becomes a law only after the President gives assent to it. If the President wants, he/she can decay this for sometime and send the bill back to the Parliament for reconsideration. But, if the Parliament passes the bill again, he/she has to sign it.

**8** Difference between the powers of the President of USA and the President of India?

*Ans.* *Differences between the powers of the President of USA and the President of India are*

| President of USA | President of India |
|---|---|
| He is directly elected by the people for this position for the tenure of four years. | The President of India is the head of the state. He is indirectly elected by the MP's and MLA's |
| He personally chooses and appoints his ministers. This is called the Presidential form of Government. | He exercises only the nominal powers. He is appointed for five years. This is a feature of parliamentary form of government. |

**9** "Indian judiciary is considered one of the most powerful in the world." Give any three reasons.

*Ans.* *Indian judiciary is considered one of the most powerful in the world because*

(i) The Mode of appointment and removal of Judges of Supreme Court and High Courts makes Indian judiciary powerful.

(ii) Our Constitution has laid down very high and specific qualifications for the appointment of judges like

(a) Well versed in law.

(b) 5 to 10 years of experience as an advocate and a judge of High Court respectively.

(iii) Our judiciary is independent of legislative and executive control. It can take decisions independently.

**10** (a) Name the institution where disputes between citizens and the government are finally settled.

(b) India has an integrated Judiciary. What does this statement mean?

*Ans.* (a) In India, the Supreme Court controls the judicial administration in the country. If there is any dispute between citizens and the government, it is finally settled in the Supreme Court.

(b) India has an integrated and unified judiciary. It means the Supreme Court controls the Judicial administration in the country and its decisions are binding on all other courts of the country.

**11** Describe any three jurisdiction powers of the Supreme Court in India.

*Ans.* *Three jurisdiction powers of the Supreme Court in India are*

(i) **Advisory jurisdiction** The Supreme Court can advice the President on any question of law or any matter of public importance.

(ii) **Appellate jurisdiction** The power of Supreme Court to hear and decide appeals against the judgement of lower courts.

(iii) **Original jurisdiction** The original jurisdiction extends to all cases between the Government of India and the States of India or between Government of India and states on one side and one or more states on another side or cases between different states.

**12** Read the extract given below and answer the following questions.

**Source A The President of India**

Presidents all over the world are not always nominal executive like the President of India. In many countries of the world, the President is both the head of the state and head of the government.

**Source B The President of USA**

The President of the United States of America is the most well known example of this kind of President. The US President is directly elected by the people. He personally chooses and appoints all ministers.

**Source C Power of the President**

The Law making is still done by the Legislature (called the Congress in the US), but the President can veto any law. Most importantly, the President does not need the support of the majority of members in the Congress and neither is he answerable to them. He has a fixed tenure of four years and completes it even if his Party does not have a majority in the Congress. This model is followed in most of the countries of Latin America and many of the ex-Soviet Union countries.

(i) The President of India is referred as a nominal head of the state. Illustrate

(ii) The President of USA has the power of the 'Veto'. Justify the statement

(iii) Do you think US President is more powerful than India's President? Give reasons.

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*Ans.* (*i*) The President of India is referred to as the nominal head of the state because India follows a parliamentary system of government. He is not the real head of the executive, as the real power is exercised by the Prime Minister and Council of Ministers.

(*ii*) The President of USA has the power of the veto, which means he can stop legislation from becoming any law.

The President does not need the support of the majority of members in Congress and neither he is answerable to them.

(*iii*) Yes, we agree that US President is more powerful because he is both the head of the State and head of the Government whereas the Indian President is only the head of the State. So, we can say that the President of US is the real executive.

## Long Answer (LA) Type Questions

**1** Why was the Mandal Commission set-up? What did it recommend to the government?

*Ans.* The Mandal Commission was the Second Backward Classes Commission appointed by the Government of India in the year 1979. B P Mandal was the head of Mandal Commission.

*The Mandal Commission was appointed in order to*

(*i*) determine the criteria to identify the Socially and Educationally Backward Classes (SEBCs) in India.

(*ii*) recommend steps to be taken for their advancement.

The commission gave its report in 1980 and made recommendations that 27% of the government jobs to be reserved for the Socially and Educationally Backward Classes.

The report and recommendations were discussed in the Parliament. On 6th August, 1990, the Government of India under the leadership of VP Singh took a formal decision to implement the recommendations.

**2** Why is there a need for political institutions?

*Ans.* A democracy works well when the political institutions, like the Prime Minister and the Cabinet, the Civil Servants, the Supreme Court, etc perform functions assigned to them.

*The need for these political institutions are*

(*i*) **To take decisions** Countries need political institutions to take decisions regarding the welfare of the people. Institutions formulate various policies and welfare schemes.

(*ii*) **To implement the decisions** The decisions which have been taken care of are to be implemented. So, countries need institutions to implement the decisions.

(*iii*) **To solve the disputes** Institutions are needed to solve the disputes between various institutions.

(*iv*) **To take right decisions** Institutions are also needed to help the government to take the right decisions. They determine what is wrong and what is right.

**3** Explain the major powers and functions of the Parliament.

*Ans.* In India, a national assembly of elected representatives is called Parliament. *The major powers and functions of the Parliament are*

(*i*) The Parliament is the final authority for making laws in any country. In India, it makes laws on the subjects of Union List, Concurrent List and in certain cases on State List.

(*ii*) The Parliament can pass a resolution of no-confidence against the ministry and ask it to resign. Those who run the government can take decisions only so long as they enjoy support of the Parliament.

(*iii*) The Parliament controls all the money that government has. The governmental budget is passed in the Parliament.

(*iv*) The Parliament is the highest forum of discussion and debate on public issues and national policies.

(*v*) The Parliament can seek information from and ask questions to the government and its ministers on any matter.

(*vi*) The Parliament elects President, Vice-President, Speaker, Deputy Speaker, Vice-Chairman of Rajya Sabha, etc. It can also remove President, Vice- President, Judges of the Supreme Court and High Courts by passing a resolution of impeachment against them.

**4** Give three differences between the Lok Sabha and the Rajya Sabha.

*Ans.* In our country, the Parliament consists of the President and two houses, i.e. the Council of States (Rajya Sabha) and the House of the People (Lok Sabha).

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*The differences between these two are*

| Lok Sabha | Rajya Sabha |
|---|---|
| The members of the Lok Sabha are directly elected by the people. | The members of the Rajya Sabha are indirectly elected by the members of the Legislative Assemblies. |
| The strength of Lok Sabha is 552 out of which 2 members are nominated by the President. | The Rajya Sabha can have a maximum of 250 members, out of which 12 are nominated by the President. |
| The tenure of Lok Sabha is 5 years. The House can be dissolved before the expiry of the tenure. | The tenure of Rajya Sabha members is 6 years but one-third members retire after every 2 years. It cannot be dissolved, it is a permanent house. |

**5** "The Prime Minister is the head of the government." Justify the statement.

or Describe the powers and functions of the Prime Minister of India.

***Ans.*** As the head of the government, the Prime Minister of India has wide ranging powers.

*The following points state power and functions of the Prime Minister of India*

(*i*) The Prime Minister is free to choose ministers. He distributes and redistributes work to the ministers. All ministers work under his leadership.

(*ii*) Being the Chairman of the Cabinet, the Prime Minister presides over the meetings of the Cabinet. He coordinates the work of different departments. His decisions are final in case disagreement arises between different departments.

(*iii*) The Prime Minister communicates to the President all decisions of the Council of Ministers relating to the administration of union and proposals of legislation.

(*iv*) He is the leader of the nation and ex-officio Chairman of Planning Commission. People always remain eager to hear his views on all economic and political issues.

Thus, it can be concluded that Prime Minister is the head of the government.

**6** Who appoint the Council of Ministers and who can be included in it?

***Ans.*** After the appointment of the Prime Minister, the President appoints the Ministers of the Council of Ministers on the advice of the Prime Minister. The Ministers are usually from the party or the coalition that has the majority in the Lok Sabha.

**Composition**

The Council of Ministers is the official name for the body that includes all the ministers. It usually has 60 to 80 ministers of different ranks. The Council of Ministers have collective responsibility to the Lok Sabha, it includes three types of ministers.

(*i*) **Cabinet Ministers** They are usually top leaders of the ruling party or parties who are incharge of the major ministries. They meet to take decisions in the name of the Council of Ministers. Cabinet is the inner ring of the Council of Ministers.

(*ii*) **Ministers of State with Independent Charge** They are usually incharge at smaller ministries. They participate in the Cabinet meetings only when specially invited.

(*iii*) **Ministers of State** They are attached to and required to assist Cabinet members.

**7** Describe the powers of the Supreme Court.

***Ans.*** *Powers of the Supreme Court are*

(*i*) The Supreme Court can take up any dispute
- between citizens of the country.
- between citizens and government.
- between two or more State Governments.
- between governments at the union and state level.

(*ii*) It is the highest court of appeal in criminal and civil cases. The Supreme Court can hear appeals both in criminal and civil cases against decisions of the High Courts.

(*iii*) The Supreme Court gives legal advice to the President of India on any legal or constitutional matter referred to it.

(*iv*) The Supreme Court has the power to interpret the Constitution of the country.

(*v*) The powers and independence of judiciary allows Supreme Court to act as the guardian of Fundamental Rights.

**8** Read the extract and answer the following questions.

India has an integrated or unified judiciary. The Judiciary is not under the control of the Legislature or the Executive. The Judges do not act on the direction of the government or according to the wishes of the political party in power. The Judge of the Supreme Court and the High Courts are appointed by the President on the advice of the Prime Minister and in consultation with the Chief Justice of the Supreme Court. The Supreme Court and the High Courts have the power to interpret the Constitution of the country. They can determine the constitutional validity of any legislation or action of the executive in the country, when it is challenged before them.

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This is known as the judicial review. The powers and the independence of Indian Judiciary allow it to act as a guardian of the Fundamental Rights.

(i) How has the Indian Constitution ensured the Independence of Judiciary? Give reason.

(ii) India has an integrated Judiciary. Explain this statement.

(iii) Indian Judiciary enjoys a high level of confidence among the people. Give reasons.

Ans. (*i*) The Indian Constitution ensured the independence of Judiciary as the judiciary is not under the influence or control of any individual or authority.

(*ii*) India has an integrated Judiciary as the term refers that, the Supreme Court controls the judicial administration in the country. Its decisions are binding on all the courts of the country. It is the highest court of appeal in civil and criminal cases. It can hear appeals against the decisions of the high courts.

(*iii*) *Indian Judiciary enjoys a high level of confidence among the people due to the following reasons*

(a) Indian Judiciary act as the guardian of the Fundamental Rights. Citizens have the right to approach the courts to seek remedy in case of any violation of their rights.

(b) The courts also intervene to prevent the misuse of the government's power to make decisions for the people.

# Self Assessment

## Objective Type Questions

1. PIL is the abbreviation for ..... .
   (a) Public Interest Legislature
   (b) Public Interest Litigation
   (c) Public Information Litigation
   (d) None of the above
2. What is the meaning of the term 'Office Memorandum'?
   (a) Order issued by the Government of India
   (b) An important office record
   (c) Memory of working in an office
   (d) An important defence document
3. How many judges are there in the Supreme Court of India?
4. Name the Upper House of the National Legislative of the USA.
5. Why do democratic governments insist on institutions?
6. The Cabinet as a team is assisted by the ..... .
7. The ..... is responsible for implementing the law made by the Parliament.
8. Correct the following statement and rewrite
   The real Executive authority power is exercised by Council of Ministers headed by the President.
9. Which of the following option is incorrect?
   (a) Parliament is the final authority for making laws and controls all the money that government have.
   (b) Executive is responsible to the Judiciary.
   (c) The President is the nominal executive head of the state bound to act on the advice of the Council of Ministers.
   (d) None of the above

## Short Answer (SA) Type Questions

10. Mention any two functions of Council of Ministers.
11. What is Council of Ministers? How are they appointed?
12. What features of judiciary make it most powerful in the world?

## Long Answer (LA) Type Questions

13. Why does judiciary enjoy high level of confidence among people with reference to Public Interest Litigation (PIL)? Give your view point.
14. Why should political executive have more power than that of the permanent one? Explain.
15. Describe the role of the President of India in appointment of the Prime Minister.

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CHAPTER

# 05

# Democratic Rights

Democratic rights are the socially recognised rights which are written into law in a democracy.

**Chapter Syllabus**

- Life Without Rights
- Rights in a Democracy
- Rights in the Indian Constitution
- Expanding the Scope of Rights

## Life Without Rights

The importance of rights can be judged by the one whose life has absence of rights.

*The following three examples viz, prison in Guantanamo Bay, citizens' rights in Saudi Arabia and ethnic massacre in Kosovo describe how life without rights*

## Prison in Guantanamo Bay

About 600 people were secretly picked up by the US forces from all over the world and put in a prison in Guantanamo Bay, near Cuba. According to the American Government, they were enemies of the US and linked to the attack on New York on 11th September, 2001.

As a result, there was no trial before any magistrate in the US and these prisoners could not even approach courts in their own country.

Amnesty International[1] reported that the prisoners were being tortured in ways that violated the UN laws.

Despite the provisions of international treaties, prisoners were being denied the treatment which they are entitled to get.

## Citizens' Rights in Saudi Arabia

*The position of the citizens in Saudi Arabia with regard to their government are as follows*

- Saudi Arabia is ruled over by a hereditary king and the people have no role in electing or changing their rulers.
- The king selects the Legislature as well as the Executive. He appoints the judges and can change any of their decisions.

1 Amnesty International An international organisation of volunteers, who campaign for human rights. The organisation brings out independent reports on the violation of the human rights all over the world.

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- Citizens cannot form political parties or any political organisations.
- Media cannot report anything that the monarch does not like.
- There is no freedom of religion. Every citizen is required to be Muslim. Non-Muslim residents can follow their religion in private, but not in public.
- Women are subjected to many public restrictions. The testimony of one man is considered equal to that of two women.

Note *There are many countries in the world where conditions like Saudi Arabia exist.*

## Ethnic Massacre in Kosovo

In Yugoslavia, Serbs were in majority and Albanians were in minority. A democratically elected Serb leader Slobodan Milosevic wanted to dominate the country. Serbs thought that the Albanians, (the **Ethnic Minority Group**[2]) should leave the country or accept the dominance of Serbs.

As a result of ethnic clashes, Kosovo with majority population of Albanians declared independence in February 2008.

# Rights in a Democracy

Everyone wants a system where atleast a minimum assurance is guaranteed to all, whether he/she is powerful or weak, rich or poor, majority or minority.

No one should be arrested without proper reason and information. If it happens then he/she should have a fair chance to defend themselves. This assurance should not only be on paper. There should be someone to enforce them and to punish those who violate them. This is real spirit behind the rights.

## Meaning of Rights

**Rights are reasonable claims of persons recognised in society and sanctioned by law.**

A right is possible when a person makes a claim that is equally possible for others.

Rights should be made available to others in an equal measure. Thus, a right comes with an obligation to respect other rights.

When fellow citizens or the government do not respect their rights, it is called violation of rights. In such situations, citizen can approach courts to protect their rights.

## Need of Rights

- Rights are necessary for the sustenance of a democracy. In a democracy, every citizen has the **Right to Vote** and the **Right to be Elected** to government.
- Rights protect minorities from the oppression of majority. They ensure that majority cannot do whatever it wishes to do.
- Rights are like guarantees which can be used when things go wrong. Specially, when some citizens may wish to take away the rights of others.
- Some rights need to be placed higher than the government, so that the government cannot violate them. In most democracies, the basic rights of the citizen are written down in the Constitution.

### Check Point 01

1 Which International organisation reported that the prisoners in Guantanamo Bay were tortured?
2 In Saudi Arabia, who appoint the judges and selects the legislature as well as executive?
3 In Yugoslavia, ..... were in majority and ..... were in minority.
4 When fellow citizens do not respect their rights, then it is called ..... .

# Rights in the Indian Constitution

Some rights which are fundamental to our life are given a special status in Indian Constitution. They are called **Fundamental Rights.**

These are the basic human rights, which are given to every citizen in a democracy for the development of his/her personality. These rights are guaranteed by the Constitution.

*The six Fundamental Rights recognised by the Constitution are as follows*

## 1. Right to Equality

The Constitution says that the government shall not deny the equality before the law or the equal protection of the laws to any person in India.

It means that the laws apply in the same manner to all, regardless of a person's status. This is called the **rule of law.**

2 **Ethnic Minority Group** An ethnic minority group is a human population whose members usually identify each other on the basis of a common ancestry. People of an ethnic group are united by cultural practices, religious beliefs and historical memories.

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Rule of Law is the foundation of any democracy. It means that no person is above the law. The government shall not discriminate against any citizen on grounds only of religion, race, caste, sex or place of birth. Every citizen shall have access to public places like shops, restaurants, hotels and cinema halls.

### Reservations

The Government of India has provided reservation for **Scheduled Castes** (SCs), **Scheduled Tribes** (STs) and **Other Backward Classes** (OBCs). But these reservations are not against the Right to Equality.

Equality does not mean giving everyone the same treatment, but it means giving everyone an equal opportunity to achieve, according to the capability of a particular person. Thus, the reservations of this kind are not a violation of the Right to Equality.

### Untouchability

The Constitution directs the government to put an end to the practice of untouchability. It is the extreme form of **social discrimination.**

Untouchability does not mean refusal to touch people belonging to certain castes. Rather, it refers to any belief or social practice which looks down upon people on account of their birth with certain caste labels.

Such social practice denies people to interact with others or access to public places as equal citizens. So, the Constitution made untouchability a punishable influence.

#### Many Forms of Untouchability

In 1999, **P Sainath** wrote a series of news reports in **The Hindu**, newspaper describing untouchability and caste discrimination that was still being practised against Dalits or persons belonging to Scheduled Castes.

*P. Sainath travelled many places of the country and found in various forms of untouchability. These were*

- Tea stalls kept two kinds of cups, one for Dalits and one for others.
- Barbers refused to serve Dalit clients.
- Dalit students were made to sit separately in the classroom and drink water from separate pitcher.
- Dalit grooms were not allowed to ride a horse in the wedding procession.
- Dalits were not allowed to use common handpump or if they did, the handpump was washed to purify it.

## 2. Right to Freedom

Freedom means absence of constraint (restrictions). In practical life, it means absence of interference in our affairs by others by other, individuals or the government.

*Under the Indian Constitution, all citizens have the right to*

- Freedom of speech and expression
- Assembly in a peaceful manner
- Form associations, unions and cooperative societies
- Move freely throughout the country
- Reside in any part of the country
- Practice any profession or to carry on any occupation, trade or business.
- Nobody can exercise freedom in such a manner that violates other's rights to freedom.
- The government can impose certain reasonable restrictions on our freedom in the larger interests of the society.

### Freedom of Speech and Expression

Our views are expressed through pamphlets, magazines, newspapers, paintings, poetry or songs. However, this freedom cannot be used to stimulate violence against others and excite people to rebel against government. It is also cannot be used to defame others by saying false and mean things that cause damage to a person's reputation.

### Assembly in a Peaceful Manner/Form Associations

Citizens have the freedom to hold meetings, processions, rallies and demonstrations on any issue. But such meetings should be peaceful and people participating in these should not carry weapons. Citizens also can form associations to promote their interests.

### Freedom to Travel/Choice of Occupations

The citizen have the **freedom to travel to any part of the country** and are free **to reside or settle in any part of the territory of India.**

The same freedom extends to choice of occupations. No one can force a person to do or not to do a certain job.

### Personal Liberty

The Constitution says that no person can be deprived of his life or personal liberty except according to procedure established by law. It means that no person can be killed unless the court has ordered a death sentence.

It also means that a government or police officer cannot arrest or detain any citizen unless he has proper legal justification.

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*When police arrests someone, they have to follow some procedures like*

- A person who is arrested and detained in custody will have to be informed of the reasons for such arrest and detention.
- Such a person shall be produced before the nearest magistrate within a period of 24 hours of arrest.
- Such a person has the right to consult a lawyer or engage a lawyer for his own defence.

## 3. Right Against Exploitation

Constitution makers thought it is necessary to write down certain clear provisions to prevent exploitation of the weaker sections of the society.

*The Constitution mentions following three conditions and declares them illegal*

- *First*, the Constitution prohibits **traffic**[3] in human beings. Traffic here means selling and buying of human beings, usually, women or children, for immoral purposes.
- *Second*, the Constitution also prohibits forced labour or **Begar**[4] in any form. Begar is a practice where the worker is forced to render service to the master free of charge or at a nominal remuneration. When this practice takes place on a life long basis, it is called the practice of **bonded labour**.
- Third, the Constitution prohibits **child labour**. No one can employ a child below the age of 14 to work in any factory or mine or any other hazardous work, such as railways and ports.

## 4. Right to Freedom of Religion

Every person has a **right to profess, practice and propagate the religion**, in which he or she believes. Every religious group or sect is free to manage its religious affairs.

Freedom to propagate one's religion does not mean that a person has right to force another person to convert into his religion by means of force, fraud, inducement or allurement.

### Secularism

A secular state is one that does not establish any one religion as official religion. India is a secular state. In India, no privilege or favour is provided to any particular religion. The government cannot force any person to pay any tax for the promotion or maintenance of any particular religion or religious institution. There shall be no religious instruction in the government educational institutions.

## 5. Cultural and Educational Rights

*The following cultural and educational rights for minorities are specified by our Constitution*

- Any section of citizens with a distinct language or culture have a right to conserve it.
- Admission to any educational institution maintained by government or receiving government aid cannot be denied to any citizen on the grounds of religion or language.
- All minorities have the right to establish and administer educational institutions of their choice.

## 6. Right to Constitutional Remedies

The Fundamental Rights in the Constitution are important because they are enforceable. There is a right to seek the enforcement of these mentioned rights which is called the **Right to Constitutional Remedies**. This right makes other rights effective.

When any of the Fundamental Rights are violated, then citizens can directly approach the Supreme Court or the High Court. Both courts have the power to **Writ**[5] (Habeas Corpus, Mandamus, Prohibition, Quo Warranto and Certiorari) for the enforcement of the rights.

That is why **Dr Ambedkar** called the Right to Constitutional Remedies '*the heart and soul*' of our Constitution.

### Right to Property

The Constitution originally provided for the Right to Property under **Articles 19 and 31**. But the **44th Amendment Act of 1978 abolished** this right from the list of Fundamental Rights.

The Amendment made it a legal right under **Article 300-A** in the Constitution . This right states that no person shall be deprived of his property.

3 **Traffic** Selling and buying of men, women or children for immoral purposes.
4 **Begar** It is a practice where the worker is forced to render service to the 'master' free of charge or at a nominal remuneration.
5 **Writ** A formal document containing an order of the court to the government issued only by High Court or the Supreme Court.

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## Right to Education

Under Article 21-A, India joined a group of few countries in the world to make education a Fundamental Right of every child. It came into force on 1st April, 2010.

The Article 21-A says that state shall provide free and compulsory education to all children of the age of six to fourteen years. Thus, this provision makes elementary education a Fundamental Right.

**Check Point 02**

1. Freedom means absence of ..... .
2. What is the extreme form of social discrimination?
3. No one can employ a child below the age of ..... to work in any factory.
4. What do you mean by begar?
5. Who called the Right to Constitutional Remedies as heart and soul of the Constitution?

# Securing the Fundamental Rights

If any act of the Legislature or the Executive takes away or limits any of the Fundamental Rights, it will be invalid.

Citizens can challenge such laws in courts which enforce the Fundamental Rights against private individuals and bodies. If it is of social or public interest, it is called **Public Interest Litigation (PIL).**

Under the PIL, any citizen or group of citizens can approach the Supreme Court or High Court for the protection of public interest against a particular law or action of the government.

### National Human Rights Commission (NHRC)

It is an independent commission established in 1993. The Commission is appointed by the President.

The Commission focuses on helping the victims to secure their human rights. These include all the rights granted to the citizens by the Constitution.

The Commission also considers the Human Rights mentioned in the UN sponsored international treaties that India has signed.

The NHRC makes independent and credible inquiry into any case of violation of human rights.

The Commission presents its findings and recommendations to the government.

# Expanding Scope of Rights

Our Constitution and law offers a wider range of rights apart from the fundamental rights. The scope of rights has expanded over the years.

Certain rights like Right to Freedom of Press, Right to Education and Right to Information are derived from Fundamental Rights.

According to the Right to Education, every child has the right to get elementary education. According to Right to Information, anybody can demand information regarding the functions of a government department or official.

Some rights that Constitution provides apart from Fundamental Rights are the Right to Property and Right to Vote in Election. These are not Fundamental Rights, but these are Constitutional Rights.

# Human Rights

Human rights are universal moral **claims**[6] that may or may not have been recognised by laws. In that sense these claims are not rights that are defined earlier.

With the expansion of democracy all over the world, there is greater pressure on governments to accept these claims. Some international **covenants**[7] have contributed to the expansion of rights.

### International Covenant on Economic, Social and Cultural Rights

The international covenant recognises many rights that are not directly a part of the Fundamental Rights in the Indian Constitution. This covenant is regarded as a standard of human rights by human right activists all over the world.

*These rights in this covenant include*

- Right to work i.e. opportunity to everyone to earn livelihood by working.
- Right to safe and healthy working conditions, fair wages that can provide decent standard of living for the workers and their families.
- Right to adequate standard of living including adequate food, clothing and housing.
- Right to social security and insurance.
- Right to health i.e. medical care during illness, special care for women during childbirth and prevention of epidemics.
- Right to education i.e. free and compulsory primary education, equal access to higher education.

6 **Claim** Demand for legal or moral entitlements, a person makes on fellow citizens, society or the government.

7 **Covenant** Promise made by individuals, groups or countries to uphold a rule or principle. It is legally binding on the signatories to the agreement or the statement.

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## Conclusion

Thus, the scope of rights has been expanding and new rights are evolving over time. They are result of the struggle of people.

New rights emerge, as societies develop or as new constitutions are made. For example, the Constitution of South Africa guarantees its citizens several kinds of new rights. These are

- Right to Privacy which guarantees that citizens or their home cannot be searched, their phones cannot be tapped and their communication cannot be opened.
- Right to an Environment that is not harmful to their health or well being.
- Right to have access to health care services, sufficient food and water and no one may be refused emergency medical treatment.

### Check Point 03

1 National Human Rights Commission was established in ..... .
2 What do you mean by 'Right to Work'?
3 Which right give opportunity to earn livelihood by working?
4 What is Right to Privacy?

# SUMMARY

- Rights are reasonable claims of persons recognised by society and sanctioned by law and rights are necessary for the very sustenance of a democracy.
- Everyone whether he/she is powerful or weak, rich or poor wants a system where atleast a minimum assurance is guaranteed to all.
- There are **six Fundamental Rights** recognised by the Constitution of India.
- The **Right to Equality** means that the government shall not deny equality before the law to any person in India.
- **Right to Freedom** means absence of interference in our affairs by others, be it other individuals or the government.
- **Freedom of Speech and Expression** is one of the essential features of any democracy.
- The Constitution provides **Right against Exploitation** which prohibits evils like traffic in human beings, begar and child labour. The Constitution of India provides **Cultural and Educational Rights.**
- **Right to Constitutional Remedies** provides the right to the citizens to directly approach the Supreme Court or the High Court for the enforcement of the other rights.
- Both courts have the power to Writs which are Habeas Corpus, Mandamus, Prohibition, Quo Warranto and Certiorari.
- Article 21A inserted in 2010 provides **Right to Education** to provide free and compulsory education to all children of the age of six to fourteen years.
- Any person can go to court against the violation of the Fundamental Right. It is known as Public Interest Litigation if the violation is of social or public interest.
- The **National Human Rights Commission** (NHRC) focuses on helping the victims to secure their human rights.

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# NCERT FOLDER

## Intext Questions

### On Page 76

**1** If you were a Serb, would you support what Milosevic did in Kosovo? Do you think this project of establishing Serb dominance was good for the Serbs?

**Ans.** If I were a Serb, I would not support what Milosevic did in Kosovo because what he did was very unjust and discriminatory towards the Albanians.

This method of establishing Serb dominance was not good for the Serbs because this action of Milosevic led to conflict and hostility between the Serbs and the Albanians.

### On Page 78

**2** What are the examples of elected governments not protecting or even attacking the rights of their own citizens? Why do they do that?

**Ans.** *Examples of elected governments not protecting or even attacking the rights of their own citizens are*

(*i*) Ethnic massacre of Albanians in Kosovo.

(*ii*) Policy of apartheid in South Africa.

(*iii*) Rule of Augusto Pinochet in Chile.

(*iv*) Rule of Robert Mugabe in Zimbabwe.

These elected rulers wanted to hold their own power and keep the people under their control so that they would not oppose them and they could rule without problems.

### On Page 79

**3** Everyone knows that the rich can have better lawyers in the courts. What is the point in talking about equality before law?

**Ans.** It is true that the rich can have better lawyers in the courts, but the law is the same for everyone. Being rich or having good lawyers does not mean that equality of law also changes.

Whether a person is rich or poor, the law remains the same for all citizens. The judiciary follows the rule of law for all without discriminating on grounds of religion, race, caste, sex or place of birth.

### On Page 80

**4** 'Go to the playground of the school or any stadium and watch a 400 metre race on any track. Why are the competitors in the outer lane placed ahead of those in the inner lane at the starting point of the race'?

What would happen if all the competitors start the race from the same line? Which of these would be an equal and fair race? Apply this example to a competition for jobs.

**Ans.** Since, the outer lane has a bigger circumference than the inner lane, more than 400 metre distance will be covered in one round of the track. Thus competitors in the outer lane are placed ahead, so that they are given an equal opportunity compared to the person in the inner lane.

If all the competitors start at the same line, the outer track competitors will have to run a longer distance, which will not be fair. So, in the first case, it will be a fair race.

Similarly, in a competition for jobs, if the Scheduled Castes are given reservations, they can compete on an equal basis, because they are educationally and culturally backward, although they may be fit for the job for which they have applied.

**5** Observe any big public building. Is there a ramp for physically handicapped? Are there any other facilities that make it possible for physically handicapped to use the building in the same way as any one else?

Should these special facilities be provided, if it leads to extra expenditure on the building? Do these special provisions go against the principle of equality?

**Ans.** In many public buildings like hospitals and big offices, there are such ramps. Some airports have special toilets for the physically handicapped.

These special provisions do not go against the Right to Equality, as handicapped persons also have the same rights as normal citizens and the government must provide for them accordingly.

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Yes, there are several facilities that makes it possible for physically handicapped to use the building in the same way as anyone else.

*Some of these facilities are*

(*i*) Widening Doorways to allow a wheelchair to pass through easily.

(*ii*) Installation of Handrail to support the bodyweight at the critical places like Staircase, Ramp, Toilet, passage with a change of level, etc.

(*iii*) Relocating light switches and door handles to a level that consider people who have difficulty in reaching.

(*iv*) Provision of atleast one lift shall be made for the wheelchair user in the building.

Yes, these facilities should be provided, if it leads to extra expenditure on the building.

## On Page 81

**6** Should the freedom of expression be extended to those who are spreading wrong and narrow minded ideas? Should they be allowed to confuse the public?

*Ans.* No, the freedom of expression should not be extended to those who are spreading wrong and narrow minded ideas, since it is harmful for the society and democracy. No, they should not be allowed to confuse the public because it would be wrong to do so. Spreading wrong information for personal gains is wrong.

Their views can instigate violence, which is dangerous for our society. Nobody can use freedom of speech and expression to incite people or rebel against government.

## On Page 83

**7** Are these cases instances of violation of the Right to Freedom? If yes, which constitutional provision does each violate?

(a) The Government of India banned Salman Rushdie's book 'the Satanic Verses' on the ground that it was disrespectful to Prophet Muhammed and was likely to hurt the feelings of the Muslim community.

(b) Every film has to be approved by the Censor Board of the Government before it can be shown to the public. But, there is no such restriction if the same story is published in a book or a magazine.

(c) The government is considering a proposal that there will be industrial zones or sectors of the economy, where workers will not be allowed to form unions or go on strike.

(d) City administration has imposed a ban on use of public microphones after 10 p.m. in view of the approaching secondary school examinations.

*Ans.* (*a*) Yes, this violates the Right to Freedom of Thought and Expression.

(*b*) Yes, this violates the Right to Freedom of Thought and Expression.

(*c*) Yes, this violates the Right to Freedom to form associations and unions.

(*d*) No, this is not a violation of the Right to Freedom because the Constitution restricts freedom to a group of people (who are likely to use public microphones after 10 p.m.) as long as that freedom does not affect or hamper freedom of anyone else. Also the ban is imposed in the larger interests of the people.

## On Page 84

**8** The Constitution does not give people their religion. Then, how can it give people the Right to Practise their Religion?

*Ans.* It is true that the Constitution does not give the people their religion. However, it does not prevent the people from the Right to Practice their Religion, because the Constitution provides every person with a right to profess, practice and propagate the religion he or she believes.

Every religious group or sect is free to manage its religious affairs. In this way, our Constitution gives people the Right to Practice their Religion.

## On Page 85

**9** Read the following news reports and identify the right that is being debated in each of these cases?

(*a*) An emergency session of the Shiromani Gurdwara Prabandhak Committee (SGPC) rejected the proposal to form a separate body to manage the affairs of Sikh shrines in Haryana. It warned the government that the Sikh community would not tolerate any interference in their religious affairs (June 2005).

(*b*) The Allahabad High Court quashed the Central Law, which gave Aligarh Muslim University its minority status and held illegal reservation of seats for Muslims in its post-graduate medical courses (January 2006).

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(c) The Rajasthan Government has decided to enact an anti-conversion law. Christian leaders have said that the Bill would aggravate the sense of insecurity and fear in the minds of minorities (March 2005).

*Ans.* (*a*) Here, it is the Right to Freedom of Religion.
(*b*) Here, it is the Right to Equality.
(*c*) Here, it is the Right to Freedom of Religion.

**10** Can the President of India stop you from approaching the Supreme Court to secure your Fundamental Rights?

*Ans.* No, the President of India even cannot stop me from approaching the Supreme Court to secure my Fundamental Rights because the Fundamental Rights have been enshrined in our Constitution.

This means that our Constitution provides and protects these rights and they can not be taken away or violated by any person or government action or law, which also includes the President of India.

The Right to Constitutional Remedies is a Fundamental Right, according to which we have the right to approach the Supreme Court in case of violation of rights by any person or government or law. So, nobody can stop us from going to court to secure our Fundamental Rights.

### On Page 86

**11** Read about the National Human Rights Commission and answer the given question.

Do you notice references to the National Human Rights Commission (NHRC) in the news collage on this page? These references reflect the growing awareness of human rights and struggles for human dignity.

Many cases of human rights violations in diverse fields, for instance, Gujarat riots, are being brought to the public notice from across India. Human rights organisations and the media often criticise government agencies for not seriously pursuing these cases or catching the culprits. Someone had to intervene on behalf of the victims.

This is where the National Human Rights Commission stepped in. This is an independent commission set up by law in 1993. Like judiciary, the Commission is independent of the government. The Commission is appointed by the President and includes retired judges, officers and eminent citizens.

Yet it does not have the burden of deciding court cases. So, it can focus on helping the victims secure their human rights. These include all the rights granted to the citizens by the Constitution. For NHRC, human rights also include the rights mentioned in the UN sponsored international treaties that India has signed. The NHRC cannot by itself punish the guilty. That is the responsibility of courts. The NHRC is there to make independent and credible inquiry into any case of violation of human rights.

It also inquiries into any case of abetment of such violation or negligence in controlling it by any government officer and takes other general steps to promote human rights in the country. The Commission presents its findings and recommendations to the government or intervene in the court on behalf of the victims. It has wide ranging powers to carry out its inquiry.

Like any court, it can summon witnesses, question any government official, demand any official paper, visit any prison for inspection or send its own team for on the spot inquiry.

Citizen of India can write a letter to this address to complain against the violation of Human Rights : National Human Rights Commission, Faridkot House, Copernicus Marg, New Delhi 110001. There is no fee or any formal procedure to approach the NHRC. Like NHRC, there are State Human Rights Commissions in 26 states of the country.

*Are the rights only for adults? Which of these rights are available to children?*

*Ans.* No, Fundamental Rights, are not only for the adults, they are available to all the citizens of the country without any discrimination.
Right against exploitation is specially devoted to children because it protects the children from exploitation.

These rights prohibit child labour. No one can employ a child below the age of 14 to work in any factory or mine or in any other hazardous work such as railways and ports. Using this right as a basis, many laws have been made to prohibit children from working in industries such as beedi making, fire crackers, matches, printing and dyeing.

## Exercises

**1** Which of the following is not an instance of an exercise of a Fundamental Right?

(*a*) Workers from Bihar go to the Punjab to work on the farms

(*b*) Christian missions set up a chain of missionary schools

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(c) Men and women government employees get the same salary

(d) Parents' property is inherited by their children

Ans. (d) Parents' property is inherited by their children is not a Fundamental Right.

2 Which of the following freedoms is not available to an Indian citizen?

(a) Freedom to criticise the government

(b) Freedom to participate in armed revolution

(c) Freedom to start a movement to change the government

(d) Freedom to oppose the central values of the Constitution

Ans. (b) Freedom to participate in armed revolution

3 Which of the following rights is available under the Indian Constitution?

(a) Right to Work

(b) Right to Adequate Livelihood

(c) Right to Protect One's Culture

(d) Right to Privacy

Ans. (c) Right to protect one's culture. It comes under the Cultural and Educational Rights.

4 Name the Fundamental Right under which each of the following rights falls.

(a) Freedom to propagate one's religion

(b) Right to life

(c) Abolition of untouchability

(d) Ban on bonded labour

Ans. (a) Right to Freedom of Religion

(b) Right to Freedom

(c) Right to Equality

(d) Right against Exploitation

5 Which of these statements about the relationship between democracy and rights is more valid? Give reasons for your preference.

(a) Every country that is a democracy gives rights to its citizens.

(b) Every country that gives rights to its citizens is a democracy.

(c) Giving rights is good, but it is not necessary for a democracy.

Ans. Statement (a) is the most valid statement, Every country that is a democracy gives rights to its citizens. Every country which provides rights to its citizens might not be a democracy but, it is essential for a democracy to provide rights to its citizens.

6 Are these restrictions on the right to freedom justified? Give reasons for your answer.

(a) Indian citizens need permission to visit some border areas of the country for reasons of security.

(b) Outsiders are not allowed to buy property in some areas to protect the interest of the local population.

(c) The government bans the publication of a book that can go against the ruling party in the next elections.

Ans. (a) This is justified. Right to Freedom is for all the citizens which grants them to move freely anywhere in the country but due to security reasons some areas are restricted as the freedom of movement by every citizen can prove dangerous for the security of India.

(b) In certain cases, this can be justified to maintain the cultural or ethnic identity of the local population.

(c) Statement (c) is not justified because it violates the Right to Freedom of Speech and Expression of citizens. They have the right to express their views about the working of the government.

7 Manoj went to a college to apply for admission into an MBA course. The clerk refused to take his application and said "You, the son of a sweeper, wish to be a manager! has anyone done this job in your community? Go to the municipality office and apply for a sweeper's position". Which of Manoj's fundamental rights are being violated in this instance? Spell these out in a letter from Manoj to the District Collector.

Ans. Right to Equality is violated here as according to this, every citizen of India before the law whether he is from upper or lower caste or rich or poor is equal. Right to Freedom is also violated, as it grants personal liberty. He or she can carry any profession or Business.

To,

The District Collector,

XYZ District

Sub: Redressal required of violation of my Right to Equality for admission in a College

Dear Sir,

I wish to inform you that my admission for pursuing a course leading to the MBA degree in ABC college in your district has been refused because the clerk of the college said, "You are the son of a sweeper. Nobody from your community

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has done such a course," This is totally unjust and a violation of my Right to Equality.
I am fully qualified to apply for the course, having already completed my graduation.
You are requested to look into this problem and talk to the authorities of the concerned college to accept my application.
Thank you
Sincerely yours
(Manoj)

**8** When Madhurima went to the property registration office, the Registrar told her 'You can't write your name as Madhurima Bannerjee d/o AK Bannerjee'. You are married, so, you must give your husband's name.

Your husband's surname is Rao. So, your name should be changed to Madhurima Rao. She did not agree. She said If my husband's name has not changed after marriage, why should mine?' In your opinion, who is right in this dispute? and why?

*Ans.* In this dispute, Madhurima is right. The registrar by questioning and interfering in her personal affairs, is violating her right to freedom. Also, the social question of adopting the husband's surname has roots in a religious practice which treats women as weaker and inferior. In lieu of this, forcing Madhurima to change her name is to control her right to equality and right to freedom of religion.

**9** Thousands of tribals and other forest dwellers gathered at Piparia in Hoshangabad district in Madhya Pradesh to protest against their proposed displacement from the Satpura National Park and Bori Wildlife Sanctuary.

They argue that such a displacement is an attack on their livelihood and beliefs. Government claims that their displacement is essential for the development of the area and for protection of wildlife. Write a petition on behalf of the forest dwellers to the NHRC, a response from the government and a report of the NHRC on this matter.

*Ans.* (*i*) *The Petition should be as follows*

We, the tribal and the forest people have been living in and near the forests for hundreds of years and have earned our livelihood from the forests. The forests are our home and place of work. It is wrong to displace us from our traditional homes. By doing so, you are taking away our livelihood and traditions because we know no other work. We request the NHRC (National Human Rights Commission) to take up our cause and prevent our displacement from the forest due to the setting up of the wildlife sanctuaries.

(*ii*) **The Response of the Government** The government, in order to protect the wildlife which is near extinction, has decided to set up wildlife parks and wildlife sanctuaries and provide natural habitats to the endangered species and other animals. For doing this, human interference has to be stopped and so the tribals and forest dwellers are to be displaced from these areas. However, keeping in mind the welfare of the tribals and ensuring a future for them, tribals will be rehabilitated in some other suitable place.

(*iii*) **NHRC Report** The National Human Rights Commission gave its report on the proposed displacement of the tribals and the forest dwellers from the wildlife parks and sanctuaries like the Satpura National Park, Bori Wildlife Sanctuary and Panchmarhi Wildlife Sanctuary. NHRC said that the tribals and the forest dwellers have since ages lived in the forests and also earned their livelihood from the forests.
However, realising the importance of the forests in their lives they have taken care not to harm it or damage it in any manner. They have co-existed in the forests with all the flora and fauna and they have many beliefs and traditions, which infact protect the forests and the animals. Finally, they are not a threat to the flora and the fauna and they can help to protect, preserve and conserve the forest flora and fauna, so they should be allowed to live in the forests as a part of the forest.

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# Exam Practice

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## Objective Type Questions

### Multiple Choice Questions

**1** Which of the following countries became victim of a major terror attack on 11th September, 2001?
(a) India (b) USA (c) Russia (d) France

*Ans.* (b) USA

**2** The prison in Guantanamo Bay is under which of the following Navies?
(a) French Navy (b) Indian Navy
(c) American Navy (d) Russian Navy

*Ans.* (c) American Navy

**3** Which of the following countries is ruled by a hereditary king?
(a) Afghanistan (b) Iran
(c) Bangladesh (d) Saudi Arabia

*Ans.* (d) Saudi Arabia

**4** Which one of the following is not correct about the political conditions in Saudi Arabia?
(a) Citizens can form political parties or political organisations.
(b) Media cannot report anything that the monarch does not like.
(c) Non-Muslim residents can follow their religion in private, but not in public.
(c) Women are subjected to many public restrictions.

*Ans.* (a) Citizens can form political parties or political organisations.

**5** Kosovo was a province of which of the following countries before its split?
(a) Albania (b) Afghanistan
(c) Yugoslavia (d) Egypt

*Ans.* (c) Yugoslavia

**6** Which of the following is/are true meaning of the rule of law?
(a) The government shall not deny to any person in India equality before the law.
(b) The laws apply in the same manner to all, regardless of a person's status.
(c) No person is above the law.
(d) All of the above

*Ans.* (d) All of the above

**7** Which one of the following is not a Fundamental Right in India?
(a) Right to Constitutional Remedies
(b) Right against Exploitation
(c) Right of Property
(d) Right to Freedom of Religion

*Ans.* (c) Right of Property

**8** Which one of following is incorrect about an arrested person in India?
(a) He has to be informed of the reasons for his arrest and detention.
(b) He has to be produced before the nearest magistrate within a period of 24 hours of arrest.
(c) He has to be produced before a court within 24 hours of arrest if a judge asks to the police to do so.
(d) He has the right to consult a lawyer for his defence.

*Ans.* (c) He has to be produced before a court within 24 hours of arrest if a judge asks to the police to do so.

**9** Fundamental Rights are guaranteed against the actions of which of the following?
(a) Legislature
(b) Executive
(c) Any authorities instituted by the government
(d) All of the above

*Ans.* (d) All of the above

**10** In which year, National Human Rights Commission was set-up?
(a) 1990 (b) 1993 (c) 1989 (d) 1982

*Ans.* (b) 1993

**11** Which one of the following is not a Fundamental Right under Right to Freedom of Religion?
(a) Right to establish and maintain institutions for religious and charitable purposes.
(b) Declaration of one's religious beliefs and faiths openly and freely.
(c) Right to sacrifice animals
(d) None of the above

*Ans.* (c) Right to sacrifice animals

**12** Who among the following is responsible to appoint National Human Rights Commission?
(a) The President of India
(b) The Chief Justice of India
(c) The Prime Minister of India
(d) The Vice-President of India

*Ans.* (a) The President of India

**13** Find the incorrect option regarding citizen's rights in Saudi Arabia.
(a) Citizens can form political parties or any political organisations.
(b) There is no freedom of religion.
(c) Women are subjected to many public restrictions.
(d) Every citizen is required to be a Muslim.

*Ans.* (a) Citizens can form political parties or any political organisations.

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**14** Find the incorrect option regarding a secular state like India:
(a) It does not establish any one religion as official religion.
(b) No privilege or favour is provided to any particular religion.
(c) The government can't compel any person to pay any tax for maintenance of religious institution.
(d) There shall be religious instruction in the government educational institutions.

*Ans.* (d) There shall be religious instruction in the government educational institutions.

## Match the Following

**15**

| | List I | | List II |
|---|---|---|---|
| A. | Right to Freedom | 1. | Freedom to propagate one's own religion |
| B. | Right to Freedom of Religion | 2. | Freedom of Speech and Expression |
| C. | Right against Exploitation | 3. | Abolition of Untouchability |
| D. | Right to Equality | 4. | Ban on Bonded Labour |

**Codes**

| | A | B | C | D | | A | B | C | D |
|---|---|---|---|---|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 | (b) | 3 | 4 | 2 | 1 |
| (c) | 4 | 3 | 2 | 1 | (d) | 2 | 1 | 4 | 3 |

*Ans.* (d)

**16**

| | List I | | List II |
|---|---|---|---|
| A. | Right to Work | 1. | Free and Compulsory Education |
| B. | Right to Privacy | 2. | Medical care during illness |
| C. | Right to Health | 3. | Opportunity to everyone to earn livelihood |
| D. | Right to Education | 4. | Communication cannot be opened |

**Codes**

| | A | B | C | D | | A | B | C | D |
|---|---|---|---|---|---|---|---|---|---|
| (a) | 3 | 4 | 2 | 1 | (b) | 3 | 2 | 4 | 1 |
| (c) | 4 | 3 | 1 | 2 | (d) | 1 | 3 | 2 | 4 |

*Ans.* (a)

## Fill in the Blanks

**17** ..... means living without interference by others in one's affairs.

*Ans.* Right to Freedom

**18** ..... focuses on helping the victims to secure their Human Rights.

*Ans.* NHRC

**19** Right are reasonable claims of persons recognised society and ..... .

*Ans.* Sanctioned by law.

**20** Indian courts have the power to issue ..... for the enforcement of the rights.

*Ans.* Writs

**21** Rights which are given special status in Indian Constitution are called ..... .

*Ans.* Fundamental Rights

**22** ..... make the other Fundamental Rights more effective.

*Ans.* Right to Constitutional Remedies

## Correct and Rewrite

**23** Equality means giving everyone the same treatment, no matter what they need.

*Ans.* Equality does not mean giving everyone the same treatment, no matter what they need. Rather, it means giving everyone an equal opportunity to achieve, whatever one is capable of.

**24** Freedom is a unlimited licence to do what one wants in the society.

*Ans.* Freedom is not unlimited licence to do what one wants because the government can impose certain reasonable restrictions on our freedom.

**25** Consider the following statement about Public Interest Litigation.
(a) It raises issues of broad public concern.
(b) It is a way of using the law strategically to effect social change
(c) It is a use of legal action which seeks to advance the cause of minority groups
(d) All of the above

*Ans.* (d) All of the above

## Assertion / Reason

**26** **Assertion** (A) The National Human Rights Commission (NHRC) is an independent Commission.
**Reason** (R) The NHRC makes independent and credible inquiry into any case of violation of human rights.

**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

**27** **Assertion** (A) The Government of India has provided reservation for SC's, ST's and OBC's.
**Reason** (R) These reservations are against the Right to Equality.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true but R is not the correct explanation of A
(c) A is true but R is false
(d) A is false but R is true

*Ans.* (c) A is true but R is false

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## Very Short Answer Questions

**28** What was the reason given by America for imprisoning people at Guantanamo Bay?

*Ans.* The reason given by America for imprisoning people at Guantanamo Bay was that it considered the people as their enemies and linked them to the attack on New York on 11th September, 2001.

**29** Which body exposed to the world that prisoners at Guantanamo Bay were being tortured in ways that violated the US laws?

*Ans.* Amnesty International, an international human rights organisation reported that prisoners at Guantanamo Bay were being tortured in ways that violated the US laws.

**30** What was Slobodan Milosevic's attitude towards the Albanians?

*Ans.* Slobodan Milosevic was a narrow-minded Serb nationalist, who wanted Serbs to dominate the Albanians, as his government was hostile to the Kosovo Albanians.

**31** How was the Massacre of Albanians finally stopped?

*Ans.* Several countries interfered to stop the Massacre of Albanians.

**32** What are rights?

*Ans.* Rights are reasonable claims of person recognised by society and sanctioned by law.

**33** How many Fundamental Rights does the Indian Constitution provide?

*Ans.* Indian Constitution provides six Fundamental Rights.

**34** In the Indian Constitution, the Right to Equality is granted by five articles. Which are these articles?

*Ans.* The Right to Equality is granted by Articles 14 to 18.

**35** Mention any of the Right to Equality.

*Ans.* The state may make any special provision for women and children for their betterment and upliftment.

**36** Under which Article of the Constitution, 'Abolition of Untouchability' lies in?

*Ans.* 'Abolition of Untouchability' lies in Article 17 of the Indian Constitution.

**37** What is meant by 'Begar'?

*Ans.* 'Begar' is a practice where the worker is forced to render service to the 'master' free of charge or at a nominal remuneration.

**38** Which Fundamental Right ensures the ban on bonded labour?

*Ans.* The Fundamental Right, which ensures the ban on bonded labour is 'Right against Exploitation'.

**39** What is the minimum age below which no one can employ a child?

*Ans.* No one can employ a child below the age of 14 to work in any factory.

**40** What is a secular state?

*Ans.* In a secular state, no religion can get any privilege or favour and there is no official religion.

**41** Which Fundamental Right says that no person can be deprived of his life or personal liberty except according to procedure established by law?

*Ans.* Right to Freedom (Article 21): 'Protection of life and personal liberty' ensures all citizens the right to life and personal liberty.

**42** If our Fundamental Rights are violated, where can we seek the remedy?

*Ans.* If our Fundamental Rights are violated, we seek remedy from the Supreme Court or High Court.

**43** Name any two political rights.

*Ans.* Two political rights are Right to Vote and Right to Contest Election.

**44** What makes any political system democratic?

*Ans.* Elections and institutions need to be combined with enjoyment of rights which makes any political system democratic.

**45** What was the result of the intervention of other countries to stop the killings of Albanians?

*Ans.* Several countries intervened to stop the killing of Albanians, as a result Milosevic lost power and was tried by the International Court of Justice for crimes against humanity.

**46** Give any two features of Fundamental Rights.

*Ans.* Two important features of Fundamental Rights are that these are limited and these can be suspended during emergency.

**47** According to which Fundamental Right, the public places should be accessible to all the persons?

*Ans.* Under Right to Equality, the public places should be accessible to all the persons.

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## Short Answer (SA) Type Questions

**1** Describe the ethnic massacre in Kosovo.

*Ans.* *The ethnic massacre in Kosovo is developed in the following ways*

(*i*) Kosovo was a province of Yugoslavia before its split. In this province, the Serbs were in minority and Albanians were in majority. But in the entire country, Serbs were in majority.

(*ii*) A narrow-minded Serb nationalist Milosevic had won the elections. His government was hostile to the Kosovo Albanians.

(*iii*) He wanted the Serbs to dominate the country. Many other serb leaders also thought that ethnic minorities, Al banian should either leave the country or accept the dominance of the serbs.

(*iv*) There were several instances of killings based on ethnic prejudices during Milosevic's rule. The ethnic massacre in Kosovo was carried out by the army of their own country.

**2** Why Fundamental Rights are given a special status in the Indian Constitution? Give Reason.

*Ans.* *Fundamental Rights are given a special status in the Indian Constitution because of the following reasons*

(*i*) These rights are essential for all round development of the citizens.

(*ii*) Fundamental Rights have been given to all citizens by the Constitution and no government can abolish them.

(*iii*) These rights protect minorities from the oppression of majority.

(*iv*) These are enforceable in the court of law.

**3** Mention the Fundamental Rights which have been provided to the citizens by the Constitution.

*Ans.* *The Indian Constitution itself classifies the Fundamental Rights under seven groups as follows*

(*i*) Right to Equality

(*ii*) Right to Freedom

(*iii*) Right against Exploitation

(*iv*) Right to Freedom of Religion

(*v*) Cultural and Educational Rights

(*vi*) Right to Property

(*vii*) Right to Constitutional Remedies

Of these, the Right to Property has been eliminated by the 44th Amendment Act of the Constitution.

The remaining six Fundamental Rights are necessary for the very sustenance of our democracy. These Fundamental Rights are given a special status in our Constitution.

**4** State any three provisions made in the Constitution to prevent exploitation of the weaker sections.

*Ans.* *The three provisions made in Constitution to prevent exploitation of the weaker sections are*

(*i*) The Constitution prohibits traffic in human beings because traffic is selling and buying of human beings especially the weaker sections.

(*ii*) The Constitution prohibits forced labour or begar in any forms because begar is a practice where the worker is forced to render service to the master free of charge or at a nominal remuneration.

(*iii*) The Constitution also prohibits child labour. No one can employ a child below the age of 14 to work in any factory or mine or any hazardous work.

**5** (*a*) When was National Human Rights Commission established?

(*b*) Who appoints the Commission?

(*c*) What are the main objectives of Commission?

*Ans.* (*a*) National Human Rights Commission was established in 1993.

(*b*) The Commission is appointed by the President.

(*c*) *The main objective of the Commission are*

- The Commission focuses on helping the victims to secure their human rights. These include all the rights granted to the citizens by the Constitution.
- The Commission also considers the Human Rights mentioned in the UN sponsored international treaties that India has signed.
- The Commission makes independent and credible inquiry into any case of violation of human rights. The Commission presents its findings and recommendations to the government.

**6** Why do we need rights in a democracy?

*Ans.* *We need rights in a democracy because of the following reasons*

(*i*) Rights protect minorities from the oppression of majority. They ensure that the majority cannot do whetever it likes.

(*ii*) Rights are necessary in a democracy so that citizens can express their opinion, form political parties and take part in political activities.

(*iii*) The government is expected to protect citizens rights. But, sometimes the elected governments may not protect or even attack the rights of their own citizens. That is why, some rights need to be placed higher than the government, so that the government can not violate them.

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**7** What legal procedures have to be followed by a police officer if he arrest or detain any citizen.

*Ans.* *The legal procedures are discussed below*

(*i*) A person who is arrested and detained will have to be informed the reasons for such arrest and detention.

(*ii*) A person who is detained and arrested shall be produced before the nearest magistrate within a period of 24 hours of arrest.

(*iii*) Such person have the right to engage a lawyer for his/her defence.

**8** 'Rights are reasonable claims of persons recognised by society and sanctioned by law.' Why should these claims be reasonable? Explain.

*Ans.* *Rights are reasonable claims because*

(*i*) Rights are those conditions which allow for the fullest development of individuals' personality.

(*ii*) Rights need to be recognised by society and must be reasonable.

(*iii*) They are the claims that we make on society and on government.

(*iv*) They are made available to others and one's right becomes one's duty to respect the rights of others.

(*v*) Rights are sanctioned by the law, they need to have legal backing. They are justiciable and enforceable. In case, rights are violated, we can approach courts.

**9** "It is the language, culture and religion of minorities that need special protection". What provisions have been made by the Indian Constitution for the protection of the minorities?

*Ans.* *The provisions made by the Indian Constitution for the protection of minorities are*

(*i*) Any section of citizens with a distinct language or culture have a right to conserve it.

(*ii*) Admission to any educational institution maintained by government or receiving government aid cannot be denied to any citizen on the grounds of religion or language.

(*iii*) All minorities have the right to establish and administer educational institutions of their choice.

Thus, it can be concluded that language, culture and religion of minorities need special protection.

**10** "The Right to Constitutional Remedy is the 'heart and soul' of the Indian Constitution". Justify the statement.

*or* Who said that the Right to Constitutional Remedies is the 'heart and soul of our Constitution? What does this statement mean?

*or* Why is the Right to Constitutional Remedies considered the 'heart and soul of our Constitution'? Explain any three reason.

*Ans.* *Dr. BR Ambedkar said that the Right to Constitutional Remedies is the 'heart and soul' of the Indian Constitution due to the following reasons*

(*i*) When any of our rights is violated, we can seek remedy through courts. If it is a Fundamental Right, we can directly approach the Supreme Court or the High Court of the state.

(*ii*) If any act of Legislature or Executive takes away or limits any of the Fundamental Rights, it will be invalid. We can challenge such laws of the Central or the State Government in the court of law through the Right to Constitutional Remedies.

(*iii*) Right to Constitutional Remedies makes other rights effective. This right is the guardian of other rights.

**11** Mention any three constitutional provisions that make India a secular state.

*Ans.* In India, people belong to different religions. So, the Constitution makers provide provisions for India to be a secular country.

*The Constitutional provisions that make India secular are*

(*i*) The Constitution provides to all its citizens the freedom to profess, practice and propagate any religion of their choice.

(*ii*) There is no official religion for India.

(*iii*) There shall be no religious instruction in the government educational institutions. Every religious group or sect is free to manage its religious affairs.

**12** Why has the Constitution of India made untouchability a punishable offence? Give reasons.

*Ans.* *Untouchability has been made a punishable offence by the Constitution of India because of the following reasons*

(*i*) The Constitution mentions untouchability as an extreme form of social discrimination and clearly directs the government to put an end to it.

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(*ii*) It does not only means refusal to touch a person belonging to certain castes. It is a belief or social practice which looks down upon certain castes on account of their birth with certain caste labels.

(*iii*) Untouchability denies interaction of people of certain castes with others or access to public places as equal citizens. That is why, the Constitution has declared untouchability as a punishable offence.

**13** Describe any five rights that the constitution of South Africa guarantees to its citizens but are not provided in the Constitution of India.

*Ans.* The Constitution of South Africa guarantees its citizens serveral kinds of new rights, which are not given by the Constitution of India.

*These are*

(*i*) Right to privacy so that citizens or their home can not be searched, their phone cannot be tapped, their communication cannot be opened.

(*ii*) Right to an environment that is not harmful to their health or well-being.

(*iii*) Right to have access to adequate housing.

(*iv*) Right to have access to health care services, sufficient food and water. No one may be refused emergency medical treatment.

**14** Read the sources given below and answer the questions that follows.

**Source A Ethnic Massacre in Kosovo**

This is what happened to an Albanian family in a town in Kosovo. 74 year old Batisha Hoxha was sitting in her kitchen with her 77 year old husband, Izet, staying warm by the stove.

They had heard explosions but did not realise that Serbian troops had already entered the town. The next thing she knew, five or six soldiers had burst through the front door and were demanding "where are your children?" They shot Izet three times in the chest recalled Batisha. With her husband dying before her, the soldiers pulled the wedding ring off her finger and told her to get out. She was standing on the street in the rain with no house, no husband, no possessions but the clothes she was wearing.

(i) What do you think can be done in a democratic country to avoid the situation like Kosovo?

**Source B Cultural and Educational Rights**

The Constitution specifies the cultural and educational rights of the minorities. It held that any section of citizens with a distinct language of culture have a right to conserve it. It also emphasize Admission to any educational institution maintained by the government or receiving government aid cannot be denied to any citizen on the ground of religion or language. All minorities have the right to establish and administer educational institutions of their choice. Here minority does not mean only religious minority at the national level. In some places people speaking a particular language are in majority. People speaking a different language are in a minority.

(ii) Why do you think that the cultural and educational rights of the minorities need special attention? Justify

**Source C Freedom to Travel**

As citizens we have the freedom to travel to any part of the country. We are free to reside and settle in any part of the territory of India. Let us say, a person who belongs to the state of Assam wants to start a business in Hyderabad.

He may not have any connection with that city, he may not have seen it ever. Yet as a citizen of India he has the right to set up base there. The same freedom extends to choice of occupations. No one can force you to do or not to do a certain job.

(iii) Evaluate the statement, citizens of India exercise freedom to travel to any part of the country.

*Ans.* (*i*) In a democratic country, there must be a system where minimum freedom is granted to its citizens and this freedom can be enforced also.

(*ii*) The cultural and educational rights of the minorities need special attention because these rights of minorities may get neglected or undermined under the impact of the languages, culture or religion of the majority.

(*iii*) The citizens of India have the single citizenship and are free to reside and settle in any part of the territory of India. This allows lakhs of citizens to migrate from villages to towns and poorer regions to more prosperous regions.

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## Long Answer (LA) Type Questions

**1** Explain the type of government Saudi Arabia have? What are its main features.

**Ans.** Saudi Arabia is a monarchy, ruled by a hereditary king and the people have no role in electing or changing the rulers.

*The main features of this type of government are*

(*i*) The king selects the legislature, the executive and also appoints the judges and can change any of their decisions.

(*ii*) Citizens cannot form political parties or any political organisation.

(*iii*) Media cannot report anything that the Monarch does not like. There is no freedom of religion. Every citizen is required to be a Muslim. Non-Muslim residents can follow their religion in private but not in public

(*iv*) Women are subjected to many public restrictions. The testimony of one man is considered equal to that of two women.

**2** List out any four characteristics of Fundamental Rights.

**Ans.** Some rights which are fundamental to our life are given a special status in our Constitution, these are called Fundamental Rights.

*Some features of Fundamental Rights are as follows*

(*i*) **Universal** These rights are universal which means they are for all the citizens of India without any discrimination.

(*ii*) **Restrictions** Our rights are not absolute but there are certain restrictions imposed on each of them.

(*iii*) **Justiciable** Fundamental Rights are justiciable means citizens can move to the courts if any individual or government is violating his/her rights.

(*iv*) **Comprehensive** These rights have comprehensive approach. They tend to safeguard our social, economic, cultural and religious interests.

(*v*) **Suspendable** These rights can be suspended in the event of National Emergency.

**3** Freedom of Speech and Expression is one of the essential features of democracy. Explain the statement with suitable reasons.

**Ans.** *Freedom of Speech and Expression is one of the essential features of democracy due to the following reasons*

(*i*) It allows an individual to take part in public activities.

(*ii*) It includes freedom to hold opinions without interference and to seek, receive and import information and ideas through any media.

(*iii*) Mass media is an instrument for exercising the Freedom of Speech and Expression which is important for a democratic society.

(*iv*) Freedom of Speech is not the freedom to hurt or harm others in the political arena or in the society.

(*v*) The betterment of society depends on the right exercise of freedom which should not be taken away from the common people.

**4** Write any four features of the Right to Equality as a Fundamental Right.

*or* Explain the main provisions of the Right to Equality.

**Ans.** Right to Equality is an important right provided in Article 14-18 of Indian Constitution.

*It guarantees*

(*i*) **Equality before law** Article 14 of the Constitution guarantees that all citizens shall be equally protected by the laws of the country. It means that the state cannot discriminate any of the Indian citizen on the basis of their caste, creed, colour, sex, gender, religion or place of birth.

(*ii*) **Social equality and equal access to public areas** Article 15 states that every person shall have equal access to public places like public parks, museums, wells, bathing ghats, temples, etc.

(*iii*) **Equality in matters of public employment** Article 16 states that all citizens can apply for government jobs. But, this right shall not be conferred to overseas citizens of India.

(*iv*) **Abolition of Untouchability** Article 17 of the Constitution abolishes the practice of untouchability and anyone found doing so is punishable by law.

**5** What was the Amensty International's report regarding the prisoners in Guantanamo Bay? Explain in detail.

**Ans.** *Amnesty International which is an international human rights organisation, collected information in Guantanamo Bay and reported*

(*i*) Families of prisoners, media or even UN representatives were not allowed to meet these prisoners. The US army arrested them, interrogated them and decided whether to keep them there or not.

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# Self Assessment

## Objective Type Questions

1. The freedom ..... is not included in the Right to Freedom given in the Constitution of India..
   (a) of speech and expression
   (b) to practice any profession
   (c) to assemble with arms
   (d) to form associations

2. Which one of the following is a violation of the Right to Life or personal liberty?
   (a) An arrested person is informed of the reason for arrest.
   (b) He is produced in a court within 24 hours of being arrested.
   (c) He is not allowed to consult a lawyer.
   (d) He was shown the warrant for his arrest in advance.

3. Indian courts have the power to issue ..... for the enforcement of the Rights.

4. Match the following

| | List I | | List II |
|---|---|---|---|
| (a) | Right to Freedom | (i) | Freedom to propagate one's own religion |
| (b) | Right against Exploitation | (ii) | Right to Life |
| (c) | Right to Equality | (iii) | Abolition of Untouchability |
| (d) | Right to Freedom of Religion | (iv) | Ban on Bonded Labour |
| (e) | Right to Constitutional Remedies | (v) | Make the Fundamental Rights more effective |

5. **Assertion** (A) Freedom means absence of constraints.
   **Reason** (R) Practically, it means absence of interference in our affairs by others.
   **Codes**
   (a) Both A and R are true and R is the correct explanation of A
   (b) Both A and R are true, but R is not the correct explanation of A
   (c) A is true, but R is false
   (d) A is false, but R is true

6. Correct the following statement and rewrite.
   In Saudi Arabia, citizens are allowed to form political parties or any political organisation.

7. Which Fundamental Right bans untouchability?

8. Mention any two Constitutional provisions for the protection of women and children in India.

9. What is the position of women in Saudi Arabia?

## Short Answer (SA) Type Questions

10. Why cannot the government compel any person to pay any tax for the promotion or maintenance of any particular religion ?

11. What is the difference between the Fundamental Rights and Constitutional right?

12. Do the women of Saudi Arabia have voting power?

## Long Answer (LA) Type Questions

13. What is the importance of National Human Rights Commission in securing the Human Rights?

14. "The Right to Freedom of Speech and Expression does not come without qualifications". Explain.

15. How is the scope of rights always expanding?

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CHAPTER

# 01

# The Story of Village Palampur

The story of village Palampur is a narrative story based on a research study by Gilbert Etienna of a village in Bulandshahr district in Western Uttar Pradesh. The purpose of the story is to introduce some basic concepts relating to production.

**Chapter Syllabus**

- Overview
- Organisation of Production
- Farming in Palampur
- Non-Farm Activities of Palampur

## Overview of Palampur Village

Farming is the main **production activity** in Palampur. Other production activities like dairy farming, manufacturing, transportation and shopkeeping are practised on a limited scale.

These production activities need various types of **resources**[1] like natural resources, man-made items, human effort, money, etc.

Palampur is well-connected with neighbouring villages and towns. Raiganj, a big village is 3 kms from Palampur. An all weather road connects the village to Raiganj and further on the nearest small town of Shahpur.

Out of the 450 families living in Palampur, about 80 upper caste families own the majority of land in the village.

Their houses are made of brick with cement plastering. The SCs (*dalits*) in the village comprise about one-third of the population and are landless labourers.

They live in one corner of the village in smaller houses, some of which are poorly constructed with mud and straw. Many houses in Palampur have electric connections.

1 **Resources** Commodities or services used to produce goods and services.

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Electricity powers all the tubewells and is used in small manufactures units. Palampur has two primary schools and one high school.

It also has a government primary health centre and a private dispensary. The description above shows that Palampur has fairly well-developed systems of roads, transport, electricity, irrigation[2], schools and health facilities.

## Organisation of Production

Production is an activity which gives the required goods and services. This requires four elements (land, labour, physical capital and human capital), which are called *factors of production*. *The factors are*

1. **Land** It is the first requirement. Other natural resources like water, minerals, forests etc are also needed.
2. **Labour** It is used for carrying out the production activities. It may be manual workers or highly skilled or educated persons. Each worker is providing the labour necessary for production.
3. **Physical Capital** *It includes two sub-components*
   (i) **Fixed Capital** Assets or capital investments that are needed to start production of goods or services are called fixed capital. e.g., buildings, machines, tools, ranging from plough to generators, turbines, computers, etc.
   (ii) **Working Capital** Raw materials and money in hand are called working capital. These are used at the time of production activities *i.e.*, to purchase raw materials and services required and to sell finished goods.
4. **Human Capital** It is the knowledge and enterprise. It is required to put together all the above inputs to produce the output, either to use by the producer himself or to sell in the market.

### Check Point 01

1 ..... is the most important economic activity of the villagers.
2 Which is the most abundant factor of production?
3 Raw materials and money in hand are called ..... .
4 Which capital include assets or capital investments?
5 The knowledge and enterprise is called ..... .

## Farming in Palampur

### Fixed Land

Farming is the main production activity in Palampur are 75 per cent of the working people living in Palampur are dependant on farming for their livelihood, either they are farmers or farm labourers. Their well-being is related to production on the farms.

In Palampur the land area under cultivation is fixed due to which the farm production cannot be raised. Since 1960, there has been no expansion in the land area under cultivation.

### Ways to Grow More from the Same Land

*Some of the ways through which farmers grow more from the same land are*

#### Multiple Cropping

To increase production from the same piece of land, farmers do multiple cropping, *i.e.*, they grow more than one crop on a piece of land during the year.

During the rainy season (Kharif[3]), farmers grow *jowar* and *bajra*, which are used as cattle feed. *Kharif* cultivation is followed by potato cultivation in the months of October to December as the third crop.

During the winter season (Rabi[4]), farmers sow wheat. From the produced wheat, farmers keep enough wheat for their family's consumption and sell the rest of the wheat in the market at Raiganj.

A part of the land is also alloted to sugarcane production which is harvested once every year. Sugarcane in its raw form or as jaggery is sold to traders in Shahpur.

The village of Palampur has a well-developed system of irrigation. Availability of electricity is the main reason behind the developed system of irrigation.

Persian wheels that irrigated small fields through wells are replaced by tubewells. Due to this, by mid-1970s, the entire cultivated area of 200 hectares in the village was brought under irrigation. The irrigation pattern of Palampur is better than other parts of India.

2 **Irrigation** The artificial application of water to land to assist in the production of crops by tubewells, tanks, canals, etc.
3 **Kharif** The crop sown at the beginning of summer rains and harvested in autumn.
4 **Rabi** The crop sown in winter and harvested in spring.

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## Modern Farming Methods of HYV Seeds

Production can also be increased using modern farming methods for higher yield[5]. Till the mid-1960s, farmers used traditional seeds, which needed less irrigation, but gave relatively low yields. They also used readily available cow dung and other natural manure as fertilisers.

The Green Revolution[6] in the late 1960s introduced High Yielding Varieties (HYVs) of seeds to the Indian farmers which increased their production.

Higher yields were only possible with the combination of HYV seeds, irrigation (plenty of water), chemical fertilisers[7], pesticides, etc.

In India, farmers of Punjab, Haryana and Western Uttar Pradesh were the first use modern methods of farming.

Some farmers also bought farm machinery like tractors and threshers. This made ploughing and harvesting faster.

In Palampur, with the HYV seeds, the yield of wheat went up to 3200 kg per hectare as compared to 1300 kg per hectare with the traditional seeds.

## Sustenance of Land

Due to large amounts of water required in modern farming methods, the water level below the ground has reduced. This further impact the fertility of the soil.

Modern farming methods have over used the natural resources. In many areas, Green Revolution has resulted in loss of soil fertility due to increased use of chemical fertilisers.

### Ill Effects of Chemical Fertilisers

- Chemical fertilisers provide minerals which dissolve in water and are immediately available to plants. But these minerals may not be retained in the soil for long. They may escape from the soil and pollute groundwater, rivers and lakes.
- Continuous use of chemical fertilisers has led to degradation of soil health.
- The chemical fertilisers kill the bacteria and micro-organisms in the soil and reduce its natural fertility.
- The consumption of chemical fertilisers in Punjab is highest in the country.

## Land Distribution in Palampur

In Palampur, all the people are engaged in agriculture, so they do not have sufficient land for cultivation. Out of 450 families in Palampur, 150 families are landless and most of them are *dalits*.

240 families out of those which own land, cultivate small plots of land less than 2 hectares, which does not bring adequate income to the farmer family. So, they have to look for additional work.

Remaining 60 families of medium and large farmers cultivate more than 2 hectares of land. A few of them have land extending over 10 hectares or more.

## Farm Labour

Farm labourers come either from landless families or families cultivating small plots of land. These labourers are paid in cash or crops and sometimes they get meals also. The labourers may not be hired for the full year. They may be hired on a daily basis or for particular activities like sowing and harvesting.

There is a heavy competition for work among the farm labourers in Palampur. So, they agree to work for lower wages. Some labourers have also entered in the non-farm sector in the village and some live on the mercy of moneylenders.

## Capital Needed in Farming

As modern farming methods require a great deal of capital, the farmer needs more money for it. Small farmers have to borrow money to arrange the capital. They borrow from large farmers, village moneylenders or traders who supply various inputs for cultivation.

The rate of interest on such loans is very high. They are put to great distress to repay the loan. The Large and medium farmers have their own savings from farming. Thus, they are able to arrange for the capital needed.

5 Yield The amount of crop produced in a given piece of land during a single season is known as yield.
6 Green Revolution An agricultural revolution in 1960s that increased agricultural production of food grains (especially wheat and rice).
7 Chemical fertilisers A chemical fertiliser is a substance applied to soils or directly onto plants to provide nutrients, optimal for their growth and development.

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## Sale of Surplus Farm Products

The large and medium farmers of Palampur retain a part of the produced grain for their own use and sell the **surplus**[8] in the market. Traders in the market buy these grains for selling them to the shopkeepers in cities and towns.

These farmers earn a good amount of money through this sale. Later, they use this money to purchase inputs for the next farming season, purchase capital equipment or even give loans to small farmers. Some farmers also use this money to start activities in the non-farm sector. Thus, this surplus money increases their working capital as well as fixed capital.

## Non-Farm Activities of Palampur

At present, only about 25 per cent of the working population in Palampur has acquired non-agricultural occupations. It is almost similar to the percentage of non-farm working force in rural areas of the country.

Though there is a variety of non-agricultural activities in the village (*e.g.*, dairy farming, jaggery production, transportation, shopkeeping, computer education, etc), the number of people employed in each activity is quite small.

**Dairy in Palampur** After farming, dairy is the most common activity in Palampur. People feed their buffaloes on various kinds of grass, *jowar* and *bajra* grown in the rainy season.

The milk produced is sold in the nearby large village, Raiganj. The milk is transported to far away towns and cities from collection cum chilling centres at Raiganj. These centres has been set-up by two traders of Shahpur town.

**Manufacturing in Palampur** In Palampur less than fifty people are engaged in the manufacturing sector. It is done on a small-scale.

This manufacturing is carried out mostly at home or in the fields with the help of family labour. Labourers are not hired for manufacturing.

**Trade in Palampur** A very few people in Palampur are involved in trading (exchange of goods). The traders of Palampur are shopkeepers who buy various goods from wholesale markets in the cities and sell them in the village.

A few of the families whose houses are close to the bus stand have set up small shops and sell eatables.

**Transport Sector** A number of vehicles run on the road that connects Palampur to Raiganj. Many people are in the transport services i.e., rickshawallahs, tongawallahs, jeep, tractor, truck drivers and people driving the traditional bogey and bullock cart.

The number of people involved in transport has grown over the last several years.

### Check Point 02

1 What per cent of the working population is dependant on farming in Palampur?
2 What types of crops are grown in Palampur?
3 Which state is the highest in consuming chemical fertilisers?
4 Two non farm activities are ..... and ..... .
5 In Palampur very few people are engaged in small scale ..... .

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# SUMMARY

- Palampur is a village where agriculture is the main production activity. Moreover, dairy farming, small scale manufacturing, transportation and shopkeeping are the other production/non-farm activities.
- Palampur is well-connected with neighbouring villages and towns with all weather road. It is a developed village with schools, health centres and a bus stand.
- There are four requirements for production of goods and services *i.e.* **land, labour, physical capital** and **human capital**. These are known as factors of production.
- Land refers to natural resources while labour is work done by skilled, unskilled and educated people.
- Physical capital consist of fixed capital i.e. assets like buildings, machines and working capital i.e. rawmaterials and money in hand.
- **Human capital** is the knowledge and enterprise required to put together all the inputs to produce the outputs and it is the most important element.
- **Production activities** are successful only when all the requirements of production of goods and services are organised.
- Farming is the most important activity in palampur 75% of the villagers are dependent on it. Most farmers employ multiple cropping by growing *jowar* and *bajra* during the *kharif* season, wheat during the *rabi* season and vegetables in between the two seasons. Some farmers also grow sugarcane, which is an annual crop.
- In India, farmers of Punjab, Haryana and Western Uttar Pradesh were the first to use **modern methods of farming.**
- The Green Revolution was possible by using modern farming methods *i.e.* HYV seeds, chemical fertilisers, pesticides, plenty of water and mechanised equipment for ploughing and harvesting.
- However, it has also resulted in loss of soil fertility.
- Modern farming methods require a large amount of capital. Small farmers are thus compelled to borrow money from large farmers, moneylenders or traders at a very high interest rate, as they do not have any savings.
- Also the agricultural land is not equally divided, some farmers have very lagre pieces of land while others have very small. Landless labourers work on other peoples land.
- Medium and large farmers sell their surplus production in the market, good amount of money. Apart of it, they use to buy agriculture inputs for next season.
- Apart from farming, people in villages are employed in non farm activities like in Palampur it is dairy and small scale manufacturing such as making jaggery.
- Shopkeeping, providing computer education and transportation of goods are also some activities done by people in villages to earn a living like in Palampur.

# NCERT FOLDER

### *Let's Discuss on page 3*

1 The following table shows the land under cultivation in India in units of million hectares. Plot this on a graph paper.

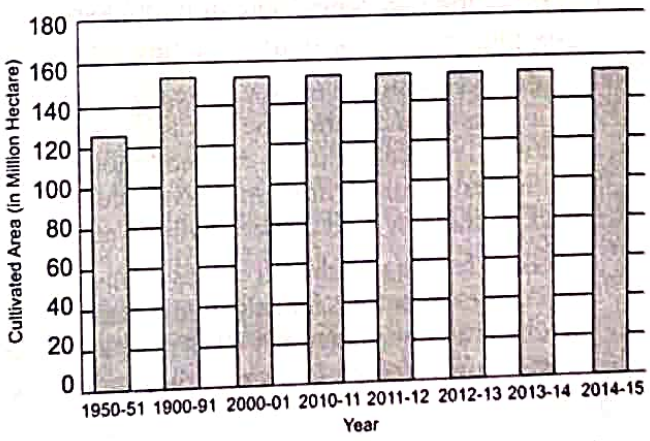
Cultivated Area Over the Years

| Year | *Cultivated Area (million hectare)* |
|---|---|
| 1950-51 | 129 |
| 1990-91 | 157 |
| 2000-01 | 156 |
| 2010-11 (P) | 156 |
| 2011-12 (P) | 156 |
| 2012-13 (P) | 155 |
| 2013-14 (P) | 156 |
| 2014-15 (P) | 155 |

(*i*) What does the graph show? Discuss in class.

(*ii*) Is it important to increase the area under irrigation? Why?

*Ans.*




(*i*) The above graph shows the land under cultivation in India in units of million hectares. It shows that the land under cultivation in India was 129 million hectares in1950-51, which rose to 157 million hectares in 1990-91. But it decreased from 157 to 156 in 2000-01 and remained constant at 156 million hectares till 2013-14. Again it decreased in 2014-15 from 156 to 155 million hectares.

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(*ii*) It is important to increase the land area under irrigation so that the farmers can increase their production and earning. Besides, India's population is increasing, which requires more food to feed its people.

## On page 4

**2** You have read about the crops grown in Palampur. Fill the following table based on the information of the crops grown in your region.

| Name of Crop | Month Sown | Month Harvested | Sources of Irrigation (rain, tanks, tubewells, canals, etc) |
|---|---|---|---|
| | | | |

*Ans.* *Information about crops grown in our region is given below*

| Name of Crop | Month Sown | Month Harvested | Source of Irrigation (*rain, tanks, tubewells, canals, etc*) |
|---|---|---|---|
| Wheat | October, December | April, June | Tubewells and canals |
| Rice | June, July | September, October | Rain, canals and tubewells |
| *Jowar* and *Bajra* | June, July | September, October | Rainfall, canals and tubewells |

## Let's Discuss on page 5

**3** What is the difference between multiple cropping and modern farming method?

*Ans.* **Multiple cropping** To grow more than one crop on a piece of land during the year is known as multiple cropping. It is the most common way of increasing production on a given piece of land. It does not need modern farming methods.

**Modern farming method** It means the use of HYV seeds, tubewells for irrigation, chemical fertilisers and pesticides, as well as machinery like tractors and threshers to increase the production.

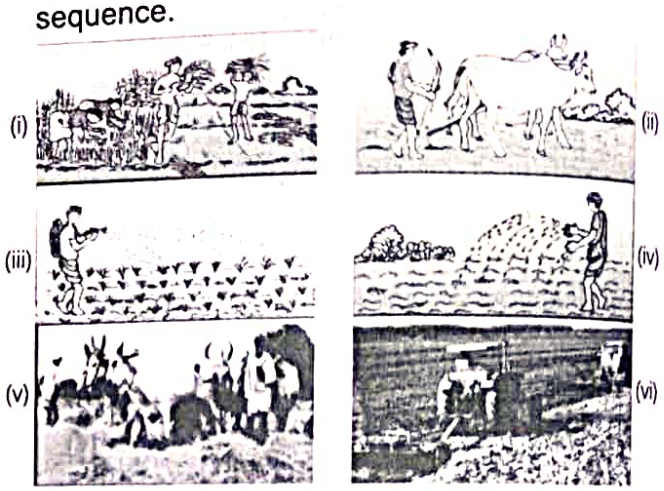
**4** What is the working capital required by the farmer using modern farming methods?

*Ans.* The working capital required by the farmer using modern farming methods includes raw materials like HYV seeds, chemical fertilisers, pesticides etc and money to buy other items needed in farms.

**5** Modern farming methods require the farmers to start with more cash than before. Why?

*Ans.* Modern farming methods require the use of HYV seeds, which are costlier than traditional seeds, and need chemical fertilisers and pesticides to produce more production. However, for buying all these inputs, a lot of money is essential, so a farmer needs to have more cash to start farming than before.

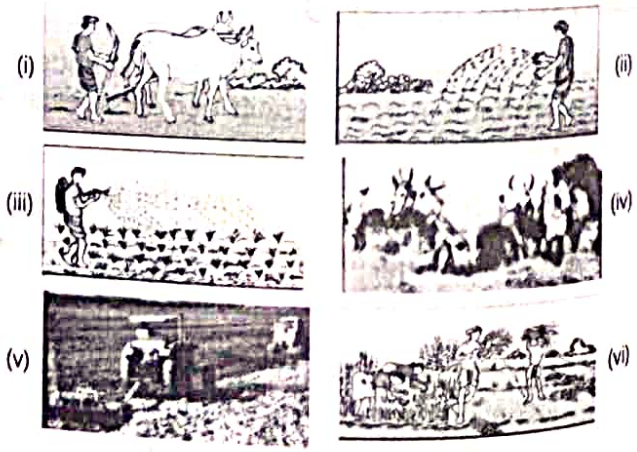
**6** Identify the work being done on the field in the pictures (i) to (vi) and arrange them in a proper sequence.




*Ans.* *The work being done on the field in each picture is given below*

(*i*) Cutting of crops
(*ii*) Ploughing by bullocks
(*iii*) Spraying of insecticides (*iv*) Sowing
(*v*) Cultivation by traditional methods
(*vi*) Cultivation by modern methods.

*The proper sequence from sowing to harvesting is given below*




## Let's Discuss on page 9

**7** Why are farm labourers like Dala and Ramkali poor?

*Ans.* *The farm labourers like Dala and Ramkali were poor because*

(*i*) They are landless farm labourers who work on daily wages in Palampur.

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(*ii*) The minimum wage for farm labourer set by the government is ₹ 300 per day, but they get only ₹ 160 per day.

(*iii*) There is a heavy competition for work among the farm labourers in Palampur, so they agree to work for lower wages.

(*iv*) They remain out of work for most days of the year and have to take loan from the moneylenders to fulfil their basic needs. Due to this seasonal unemployment, they are unable to repay the loan and fall into a debt trap.

**8** Gosaipur and Majauli are two villages in North Bihar. Out of a total of 850 households in the two villages, there are more than 250 men who are employed in rural Punjab and Haryana or in Delhi, Mumbai, Surat, Hyderabad or Nagpur. Such migration is common in most villages across India.

Why do people migrate? Can you describe (based on your imagination) the work that the migrants of Gosaipur and Majauli might do at the place of destination?

**Ans.** Mostly people migrate in search of employment or better job opportunities to the cities like Mumbai, Delhi etc, or to prosperous agricultural regions like Punjab and Haryana to work as a farm labourers.

This migration usually takes place when a person is unemployed or in seasonal unemployment, which may be due to lack of land, displacement, negative impact of natural disasters like drought, floods etc.

The migrants from Gosaipur and Majauli who went to cities will probably find work as casual labourers, industrial workers, street hawkers, rickshaw pullers, headload workers or as domestic aid in homes, hotels etc.

Those who went to rural areas of Punjab and Haryana will probably work as farm labourers, as agriculture is the main occupation of the rural people in these states.

## Let's Discuss on page 12

**9** (a) What capital did Mishrilal need to set up his jaggery manufacturing unit?

(b) Who provides the labour in this case?

(c) Can you guess why Mishrilal is unable to increase his profit?

(d) Could you think of any reasons when he might face a loss?

(e) Why does Mishrilal sell his jaggery to traders in Shahpur and not in his village?

**Ans.** (*a*) *To set up his manufacturing unit, Mishrilal needed the following capital*

(*i*) Fixed capital in the form of a sugarcane crushing machine.

(*ii*) Working capital in the form of money for buying sugarcane from other farmers for crushing and for paying the electricity bill of running the crushing machine.

(*b*) The labour is provided by him and his family. Otherwise, he will employ landless labourers.

(*c*) *Mishrilal is unable to increase his profit because*

(*i*) Most of the land holdings in the village are very small in size and production of sugarcane is low as more area is under wheat. So, raw material is also in less amount.

(*ii*) He has to pay for electricity to run the machine.

(*iii*) As his industry is small scale, production is less.

(*d*) *Conditions under which he might face a loss can be any of the following*

(*i*) If his crushing machine breaks down, his production will reduce or totally stop.

(*ii*) If drought or other calamity occurs, the production of sugarcane in nearby areas will reduce; his jaggery production will come down, leading to a loss.

(*iii*) If the demand for jaggery decreases, he will not be able to sell enough jaggery in the market.

(*iv*) If any other costs like electricity, labour or transportation increases, then he may face losses.

(*e*) *Mirhrilal sells his jaggery to traders in Shahpur and not in his village because*

(*i*) Palampur is a small village with 450 families and there is not a large demand for jaggery.

(*ii*) Shahpur is a town where people come from different surrounding villages to buy things and hence there is more demand for jaggery.

**10** In what way is Kareem's capital and labour different from Mishrilal's?

**Ans.** Both Kareem and Mishrilal have fixed capital in the form of machines, but Kareem has a larger fixed capital. Kareem has such kind of capital that can be used to educate and provide employment skills to many persons with minimum labour involvement.

While Mishrilal's capital is used by only one person at a time and requires more physical labour. Kareem has also employed educated and qualified computer teachers, whereas Mishrilal's labour is mainly unskilled labour.

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**11** Why didn't someone start a computer centre earlier? Discuss the possible reasons.

**Ans.** *Reasons why someone didn't start a computer centre earlier may be any of the following*

(*i*) As very few educated people were there in the village, there was not any demand for computer courses.

(*ii*) The villagers were not aware of the employment potential of computer courses and hence, nobody thought that such a business could be successful.

(*iii*) Teaching faculty for computer courses was not available in the village earlier.

## Let's Discuss on page 13

**12** (a) What is Kishora's fixed capital?
(b) What do you think would be his working capital?
(c) In how many production activities is Kishora involved?
(d) Would you say that Kishora has benefitted from better roads in Palampur?

**Ans.** (*a*) Kishora's fixed capital is the buffalo and wooden cart which he has purchased with the bank loan.

(*b*) The money that he earns from selling the milk and transporting goods on his bullock cart excluding his living expenses will be his working capital.

(*c*) *Kishora is involved in the following production activities*

(*i*) Selling of buffalo's milk.

(*ii*) Transportation of various items.

(*iii*) Bringing clay from the river Ganga for the potter.

(*iv*) Transporting jaggery etc to Shahpur.

(*d*) Kishora has certainly benefitted from better roads in Palampur because of his involvement in transport business. Better roads enable him to easily transport goods from one place to another, run his business successfully and earn profits. This would have been more difficult in the absence of proper roads.

## Exercises

**1** Every village in India is surveyed once in ten years during the Census and some of the details are presented in the following format. Fill up the following based on information on Palampur.

(a) Location (b) Total Area of the Village

(c) Land Use (in hectares)

| *Cultivated Land* | | *Land not available for cultivation (Area covering dwellings, roads, ponds, grazing ground)* |
|---|---|---|
| *Irrigated* | *Unirrigated* | |
| | | 26 hectares |

(d) Facilities

| | |
|---|---|
| Educational | — |
| Medical | — |
| Market | — |
| Electricity supply | — |
| Communication | — |
| Nearest town | — |

**Ans.** (*a*) Location Palampur is located 3 km from Raiganj which is a big village. The nearest town is Shahpur. It is well connected with neighbouring villages and towns. An all weather road connects the village to Raiganj and further to the nearest small town of Shahpur.

(*b*) The total area of Palampur village is 246 hectares.

(*c*) Land Use (in hectares)

| **Cultivated Land** | | **Land not available for cultivation** (*Area covering dwellings, roads, ponds, grazing ground*) |
|---|---|---|
| **Irrigated** | **Unirrigated** | |
| 200 hectares | 20 hectares | 26 hectares |

(*d*) Facilities

| | |
|---|---|
| Educational | Palampur has two primary schools and one high school. |
| Medical | There is a primary health centre run by the government and one private dispensary. |
| Market | Market has some general stores and shops selling eatables. |
| Electricity supply | Most of the houses have electric connections. Electricity powers the tubewells and is used in running various small businesses. |
| Communication | A well developed system of roads exist connecting it to nearby areas. |
| Nearest town | Shahpur |

**2** Modern farming methods require more inputs which are manufactured in industry. Do you agree?

**Ans.** Yes, it is true that modern farming methods require more inputs which are manufactured in industry. *e.g.*

(*i*) Insecticides, pesticides and chemical fertilisers, required for increasing the yield per hectare, are all manufactured in industries.

(*ii*) Farmers use farm machinery like tractors, threshers and harvesters, which are also manufactured in industries.

(*iii*) Tubewell equipment and water pumps used for irrigation are also manufactured in industries.

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**3 How did the spread of electricity help farmers in Palampur?**

*Ans. The spread of electricity helped the farmers in the following ways*

(*i*) Irrigation is now done through electric-run tubewells, that reduces the farmers' dependence on rainfall which also enables larger areas of land to be irrigated.

(*ii*) Irrigation improvement allowed farmers to grow three different crops in a year. It helped to increase farm production in the village.

(*iii*) It is also a cheap and pollution free source of irrigation.

**4 Is it important to increase the area under irrigation. Why?**

*Ans. Yes, it is very important to increase the area under irrigation because*

- Irrigation facilities are available only to about 40% of the cultivated land area in the country; 60% of the cultivated area is still dependent on rainfall for irrigation.
- Irrigation is basic input for growing crops.
- The modern HYV seeds need assured irrigation.
- The other modern inputs like chemical fertilisers and pesticides also become ineffective if irrigation is not available.
- Through irrigation crops can be grown in dry region.
- Arrival of monsoon is also uncertain, so we need irrigation facilities.

**5 Construct a table on the distribution of land among the 450 families of Palampur.**

*Ans. Distribution of land among the 450 families of Palampur is*

- Families with no land (mainly dalits) – 150 families
- Families with less than two hectares – 240 families
- Families with two or more than two hectares – 60 families

**6 Why are the wages for farm labourers in Palampur less than minimum wages?**

Ans. The wages for farm labourers in Palampur is less than minimum wages because there is a heavy competition for work among the farm labourers in Palampur and people agree to work for lower wages. The minimum wages for a farm labourer set by the government is ₹ 300 per day, but wages of farm labourers in Palampur are less than minimum wages i.e. ₹ 160.

**7 What are the different ways of increasing production on the same piece of land? Use examples to explain.**

*Ans. The different ways of increasing production on the same piece of land are*

(*i*) **Multiple cropping** When more than one crop is grown on a piece of land during the year, it is known as multiple cropping. It is the most common way to increase production on a given piece of land. All farmers in Palampur grow at least two main crops and many are growing potato as the third crop for the past 15 to 20 years.

(*ii*) **Use of modern farming methods** Modern farming methods also help to increase the yield per hectare. Farmers of Punjab, Haryana and Western Uttar Pradesh were the first to try modern farming methods in India. They have used farm machinery like tractors and threshers, which made ploughing and harvesting faster. They were rewarded with high yield of wheat, increasing from 1300 kg per hectare to 3200 kg per hectare with HYV seeds. The farmers have installed tubewells for irrigation and made use of HYV seeds, chemical fertilisers and pesticides in farming.

**8 Describe the work of a farmer with 1 hectare of land.**

*Ans.* A farmer having 1 hectare of land for farming can be described as a subsistence farmer because 1 hectare of land is too small even for the sustenance of a small family. Since land area is too small, the farmer will have to work hard to produce more. But due to lack of capital he will not be able to buy HYV seeds or chemical fertiliser. He will use ordinary seeds bullocks to plough, manual irrigation and will need help of his family members to produce more from that land.

**9 How do the medium and large farmers obtain capital for farming? How is it different from the small farmers?**

*Ans.* The medium and large farmers have their own savings from farming due to a good surplus crop from their large landholdings. They sell this surplus crop in the market and earn profits.

Then they deposit this amount in bank account for next season crop and lend some money to small farmers at a very high interest rates. So they are able to arrange for the capital needed.

In contrast, small farmers have to borrow money to arrange the capital. They borrow from large farmers, village moneylenders or the traders who supply various inputs for cultivation. They do not have surplus crop as their land is too small. Whatever is produced, gets consumed by their family so they do not earn profits neither save money.

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**10** On what terms did Savita get a loan from Tejpal Singh? Would Savita's condition be different if she could get a loan from the bank at a low rate of interest?

**Ans.** Savita, a small farmer, in order to cultivate wheat on her one hectare of land, decides to borrow money from Tejpal Singh, a large farmer.

*The terms on which Savita gets loan from Tejpal Singh are*

(*i*) Savita has to agree to give an interest rate of 24% for 4 months, which is a very high interest rate.

(*ii*) Savita also has to promise to work on his field as farm labourer during the harvest season at ₹ 100 per day.

(*iii*) The rate of interest charged by Tejpal Singh was much higher than that of banks.

If Savita had taken a loan from the bank, interest would have been much lower, she could have easily repaid the loan and her condition would have been far better.

**11** Talk to some old residents in your region and write a short report on the changes in irrigation and changes in production methods during the last 30 years.

**Ans.** On talking to two old residents Ramlal and Dharam Singh, *I came to know about the following methods*

**The Irrigation Method** They used traditional irrigation methods in our area. They told me that earlier they were dependent on rainfall and later on, they started to use the Persian wheel to draw water from the wells. With development of technology, tubewells were used for better and more effective irrigation.

**Farming Production Method** In the farming methods, traditionally they ploughed the field with ploughs drawn by bullocks, which was a very difficult and time consuming process. They used ordinary seeds and cow dung as manure.

However, with changes in technology, the farmers started using HYV seeds, chemical fertilisers, insecticides, pesticides and modern machinery like tractors and threshers, which has led to an increase in yield per hectare and improved the lives of the farmers. Thus, there is a vast change in the irrigation and production methods during the last 30 years.

**12** What can be done so that more non-farm production activities can be started in villages?

**Ans.** *To start more non-farm production activities, the following steps can be taken*

(*i*) Banks should provide loans at low interest rate, so that the poor villagers can start some business, which could help them earn a living.

(*ii*) Government should be more active and initiate effective employment generating schemes.

(*iii*) Government should provide training to the villagers in different skills.

(*iv*) Government should provide facilities for transportation and selling of locally manufactured goods of the villagers in the cities.

(*v*) Small scale industries should be started by entrepreneurs in rural areas to employ the villagers trained in various skills.

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## Objective Type Questions

### Multiple Choice Questions

**1** Main economic activity in village Palampur is
(a) fishing (b) agriculture
(c) horticulture (d) manufacturing

*Ans.* (b) agriculture

**2** Primary sector does not include
(a) forestry (b) mining
(c) fishing (d) transport

*Ans.* (d) transport

**3** Green Revolution took place in India in
(a) late 1960s (b) mid 1960s
(c) late 1970s (d) early 1960s

*Ans.* (a) late 1960s

**4** When more than one crop is grown on the same piece of land in a year, it is called
(a) crop rotation (b) multiple cropping
(c) kharif crop (d) rabi crop

*Ans.* (b) multiple cropping

**5** Which of the following is a factor of production?
(a) Land (b) Labour
(c) Physical capital (d) All of these

*Ans.* (d) All of these

**6** What is the effect of Green Revolution on soil?
(a) It enhances soil fertility.
(b) It decreases soil fertility.
(c) It decreases production.
(d) None of the above

*Ans.* (b) It decreases soil fertility.

**7** Fixed capital of a dairy farmer is
(a) Buffaloes and cows
(b) Milk chilling machine
(c) Tempo to transport milk
(d) All of the above

*Ans.* (d) All of the above

**8** Consider the following statements and choose the correct option associated with Palampur village.
(a) In Palampur about one-third of the 450 families are landless.
(b) Fising is the main production activity in Palampur.
(c) Palampur is not well-connected with neighbouring villages and towns.
(d) In Palampur there is no medical facilities.

*Ans.* (a) In Palampur about one-third of the 450 families are landless.

**9** Find the incorrect option
(a) Palampur is having well developed road.
(b) Many houses in Palampur have electric connection.
(c) Palampur has a government primary health centre and a private dispensary.
(d) In Palampur people are dependent on fishing for their livelihood.

*Ans.* (d) In Palampur people are dependent on fishing for their livelihood.

### Match the Following

**10**

| List I | List II |
|---|---|
| A. Land | 1 Natural Resources |
| B. Fixed Capital | 2 Assets |
| C. Working Capital | 3 Raw Materials and Money |
| D. Human Capital | 4 Knowledge and Enterprises |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 |
| (b) | 4 | 3 | 2 | 1 |
| (c) | 2 | 3 | 4 | 1 |
| (d) | 4 | 2 | 1 | 3 |

*Ans.* (a)

**11**

| List I | List II |
|---|---|
| A. HYV seeds, tractor, fertilizers | 1. Non farm activities |
| B. Dairy, rice mill, shops | 2. Big farmers |
| C. Borrowing of money | 3. Modern farming method |
| D. Sale of surplus crops | 4. Small farmers |

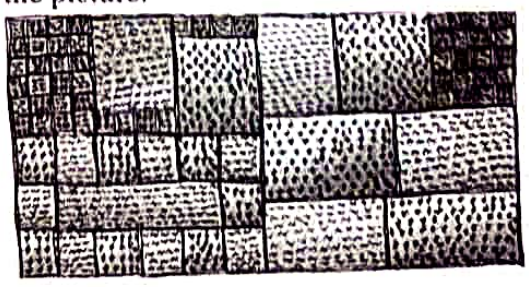
**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 4 | 2 | 3 |
| (b) | 2 | 3 | 1 | 4 |
| (c) | 4 | 1 | 2 | 3 |
| (d) | 3 | 1 | 4 | 2 |

*Ans.* (d)

### Picture Based Questions

**12** This is the picture of agricultural farms in Palampur. Select the title that best describes the picture.



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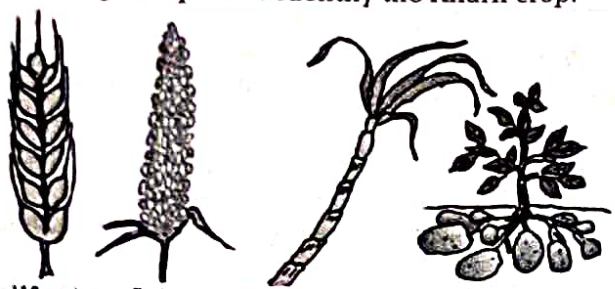
(a) Land of big and middle farmers.
(b) Unequal distribution of land in Palampur.
(c) Land distribution of small farmers.
(d) Equal distribution of land in Palampur.

*Ans.* (b) Unequal distribution of land in Palampur.

**13** In the given picture identify the Kharif crop.




(a) Wheat (b) Bajra (c) Sugarcane (d) Potato

*Ans.* (b) Bajra

## Fill in the Blanks

**14** People of Palmpur sell their milk to nearby large village called ..... .

*Ans.* Raiganj

**15** About 75% of the people in Palampur are dependant on ..... for their livelihood.

*Ans.* farming/agriculture

**16** Modern farming methods require ..... which only the big farmers can afford.

*Ans.* physical capital

**17** Most of the small farmers in villages borrow money from village ..... .

*Ans.* moneylenders

**18** The states where modern farming methods were tried out first in India were ..... .

*Ans.* Punjab, Haryana and Western Uttar Pradesh.

## Assertion / Reason

**19** **Assertion** (A) Though there are a variety of non-farm activities in Palampur, only a few people are involved in it.
**Reason** (R) Loan facilities and markets to sell non farm products are not well developed in Palampur.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are true and R is the correct explanation of A

**20** **Assertion** (A) All the village in India do not have a high level of irrigation as in Palampur.
**Reason** (R) To increase production from the same piece of land, farmers do multiple cropping.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (b) Both A and R are true, but R is not the correct explanation of A

**21** **Assertion** (A) The Indian Government has set ₹ 200 per day (March 2017) as the minimum wage.
**Reason** (R) There is a heavy competition for work among the farm labourers in Palampur, so people agree to work for lower wage.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (d) A is false, but R is true

**22** Correct and rewrite
People invented in agriculture are not many in Palampur but lot of people are engaged in trade.

*Ans.* People involved in trade are not many in Palampur but lot of people are engaged in agriculture.

**23** Since land is fixed and unlimited, lot of pressure is put on land, therefore people do stop farming in Palampur.

*Ans.* Since land is fixed and limited, lot of pressure is put on land, therefore people do multiple cropping in Palampur.

## Case Based Questions

**24** Ghanshyam, a large farmer in Palampur has just bought a harvester. Seeing this, some farm labourers who work in his farm are unhappy. One of them said that now they will have even less work. Last year they worked for five months but this year they are not likely to work at all.
Select the option that best signifies this situation.
(a) Small farmers take loans from big farmers.
(b) Small farmers work in the farms of big farmers.
(c) Harvester is much more productive then human.
(d) Small farmers are dependant on big farmers for work.

*Ans.* (d) Small farmers are dependant on big farmers for work.

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**25** Dala is a landless farm labourer who works on daily wages in Palampur. This means he must regularly look for work. The minimum wages for a farm labourer set by the government is ₹ 300 per day (March 2017), but Dala gets only ₹ 160. Why Dala gets only ₹ 160 per day. Where as government set the minimum wages for farm labourer, ₹ 300 per day ?

(a) Dala is illitrate
(b) Dala belongs to SCs
(c) Heavy competition for work among form labourers
(d) Dala has no land to cultivates.

*Ans.* (c) Heavy competition for work among form labourers

## Very Short Answer Questions

**26** Name the various forms of transport visible on the road from Palampur to Shahpur.

*Ans.* Forms of transport seen are bullock carts, tongas, bogeys, motorcycles, jeeps, tractors and trucks.

**27** What are the non-farming activities being carried out in Palampur?

*Ans.* Some of the non-farming activities being carried out in Palampur are manufacturing, transport, shopkeeping and computer education.

**28** During which season do farmers of Palampur grow jowar and bajra?

*Ans.* During the rainy season (*kharif*) the farmers of Palampur grow *jowar* and *bajra*.

**29** In which season wheat is grown in Palampur village?

*Ans.* During *rabi* season (winter), wheat is grown in Palampur village.

**30** What was the major advantage of using HYV seeds in agriculture?

*Ans.* The major advantage of using HYV seeds in agriculture was more production of crops in the same amount of land in one cropping season.

**31** Before electric run tubewells what was the main source of irrigation in Palampur?

*Ans.* The persian wheel was used as the main source of irrigation in Palampur before electric run tubewells.

**32** Why farmers in Palampur are able to grow three crops in a year?

*Ans.* Due to proper irrigation facilities and electricities that make irrigation possible.

**33** Which type of organisations in India have been developing High Yielding Varieties of seeds?

*Ans.* In India development of High Yielding Variety (HYV) seeds can be carried out in Research organisations having a laboratory.

**34** What is the disadvantage of using chemical fertilisers in modern farming methods?

*Ans.* The disadvantage of using chemicals is that they kill bacteria and microbes, which are essential for soil fertility.

**35** In 2006, area cultivated by small farmers in India was what percentage of the total cultivated area?

*Ans.* The area cultivated by small farmers in India was 36% of total cultivated area.

**36** Which farmers, out of landless farmers, small farmers or medium and large farmers, hire labour to work in the fields?

*Ans.* Small farmers do not need additional labour, as they work with their family members in the fields. Only the medium and large farmers have extensive work, which requires them to hire additional labour, for which landless farmers or labourers are hired.

**37** Is it true that foodgrains output in India has increased significantly in last few years because larger areas of land have been brought under cultivation?

*Ans.* This is not true. The foodgrains output has increased due to use of modern methods of agriculture with technological help.

## Short Answer (SA) Type Questions

**1** Which capital can be considered as the best: land, labour, physical capital or human capital and why?

*Ans.* Human capital is considered the best because it is the major asset for any economic activity's success. Investment in human capital will provide higher income and production because it can coordinate all the resources together to achieve the optimum amount of production.

It includes labour for processing the inputs as well as knowledge and enterprise required to produce the output.

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**2** Highlight the basic constraint in raising production from a farm.

*Ans.* *The basic constraints in raising production from a farm are*

(*i*) The land area under cultivation, is fixed.

(*ii*) There has been no expansion in land area under cultivation after 1960. By then, some of the wastelands in the village had been converted to cultivable land.

(*iii*) There exists no further scope to increase farm production by bringing new land under cultivation, as there is no further land available in the village.

**3** Explain the term physical capital. Mention its different types with examples.

*Ans.* Physical capital is the variety of inputs which is required at every stage during production such as tools, equipments, machines and raw materials.

*The two different types of physical capital are*

(*i*) **Fixed Capital** It can be used in production over many years. e.g. tools and machines.

(*ii*) **Working Capital** Raw materials and money in hand are called working capital. Working capital is used up during the production activity, resulting in finished goods and services required. Production requires various raw materials like seeds used by farmers.

Some money is always required during production to make payments and buy other necessary items.

**4** How was multiple cropping practised in Palampur? Explain.

*Ans.* *Multiple cropping was practised in Palampur by growing a number of crops which are as follows*

(*i*) Farmers grow *jowar* and *bajra* during the rainy season (*kharif*).

(*ii*) They grow potatoes and other vegetables in between the *kharif* and *rabi* crops.

(*iii*) Wheat is grown in winter (*rabi*) season.

(*vi*) Sugarcane is also grown in some parts of land. This is harvested once a year.

**5** State the importance of growing more than one crop on a piece of land.

*Ans.* *The importance of growing more than one crop on a piece of land is as follow*

(*i*) It retains the fertility of the soil.

(*ii*) It uses the same area for more crop production.

(*iii*) It benefits the farmer economically.

(*iv*) The farmer's increased earning makes arranging for the working capital easier.

(*v*) It generates employment for many people throughout the year.

**6** What are HYV seeds? Write its one merit and a limitation.

*Ans.* HYV seeds means High Yielding Variety of seeds. This type of seed gives much more yield than traditional seeds for the same area under cultivation.

**Merit** Compared to the traditional seeds, the HYV seeds promises to produce much greater amounts of grains on a single plant. As a result, the same piece of land would now produce larger quantities of foodgrains that was not possible earlier.

**Limitations** HYV seeds need plenty of water, chemical fertilisers and pesticides to give best results. Too much use of these inputs harms or reduces soil fertility over a long period.

**7** Why is it important to develop irrigation facilities? Explain.

*Ans.* *It is important to develop irrigation facilities for the following reasons*

(*i*) Having irrigation facilities makes the farmer independent of the irregularities of monsoon as he can compensate for any rainfall shortage by using irrigation.

(*ii*) Irrigation allows the cultivation of more than one crop in a year, as water is available throughout the year.

(*iii*) With irrigation, it is possible to provide the necessary water as use of modern farming methods, HYV seeds, chemical fertilisers, insecticides and pesticides requires more water than traditional agriculture.

**8** Mention any three negative effects of the Green Revolution.

*Ans.* *The negative effects of the Green Revolution are*

(*i*) Modern farming methods used in the Green Revolution have overused the natural resource base. All the nutrients in the soil are finished.

(*ii*) Soil fertility is lost due to increased use of chemical fertilisers. The chemicals have killed the bacteria which used to keep the soil fertile earlier.

(*iii*) Continuous use of groundwater for irrigation through tubewells has reduced the water table which was built up over a number of years.

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**9** How is land distributed amongst the farmers of Palampur? Explain.

*or* Describe the land distribution of the farmers of Palampur.

*or* Explain the distribution of land among farmers in Palampur.

*Ans.* *The distribution of land in Palampur is as follows*

(*i*) In Palampur, about one-third of the total 450 families are landless *i.e.*, 150 families are landless.

(*ii*) 240 families cultivate small plots of less than 2 hectares.

(*iii*) There are 60 families of medium and large farmers who cultivate more than 2 hectares of land.

(*iv*) Few large farmers have landholdings extending to 10 hectares or more. Half of the area of the village is covered with plots quite large in size.

Thus, land in Palampur is unevenly distributed.

**10** From where do the small farmers get capital for farming? How does it affect the farmers?

*Ans.* The small farmers have to borrow money to get capital for farming, either from large farmers, the village moneylenders, or the traders who supply various inputs for cultivation. It affects these farmers adversely, because the rate of interest on such loans is very high. The small farmers repay these loans and the interest with great difficulty, or in case of a bad harvest, fall into a debt trap.

**11** Rama is a farm labourer in a village who works all the year round to meet his expenses. Being a farm labourer Rama and many others face a number of problems in terms of employment. State any three such problems.

*Ans.* *The problems faced by Rama and many other farm labourers in term of employment are as follows*

(*i*) Rama and most of the farm labourers are landless labourers. They have no right over the crops of the land on which they work.

(*ii*) Wages provided by the landowners vary from place to place. Sometimes they are lower than the minimum wages fixed by the government.

(*iii*) There is also a wide variation in the duration of employment. It may be on a daily basis or for one farm activity like harvesting or for the whole year.

**12** Write any three differences between land and capital.

*Ans.* *Differences between land and capital are*

| Land | Capital |
|---|---|
| It is a passive factor of production. | It is an active factor of production. |
| It requires human effort to make it a productive resource. | It comprises man-made inputs which help actively in increasing production. |
| No activity can take place in absence of land. It is the basis of all human activities. | Capital is essential for better growth. But, it also needs land for existence or to act upon. |

**13** Highlight five differences between traditional and modern methods of farming.

*Ans.* *Five differences between traditional and modern methods of farming are as follows*

| Traditional Methods | Modern Methods |
|---|---|
| Seeds used are simple and traditional | HYV seeds are used. |
| Irrigation is done through wells and tanks | Irrigation is done through dams, tubewells and canals. |
| Fertiliser used is manure from cow dung. | Chemical fertilisers are used. |
| Farmers use bullocks for ploughing the field. | Tractors are used. |
| Manual labour is used for all activities. | Modern machinery is used for all activities. |

**14** What was the Green Revolution? How did it solve the food crisis in India? Explain.

*Ans.* Green Revolution is the modern technique of using High Yielding Varities of seeds (HYVs), increased use of Chemical fertilisers and irrigation in agriculture. It was first introduced by American Agronomist Norman Borlaug, the 'Father of Green Revolution' in the late 1960s. Later in 1968, it was introduced in India by MS Swaminathan, the 'Father of Green Revolution in India'.

Green Revolution solve the food crisis as it made India self-sufficient in foodgrains by improving crop production at a great scale. It introduced the farmers to cultivation of wheat and rice using High Yielding Varieties (HYS) seeds.

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**15** Read the following sources and answer the questions given below.

**Source A Story of Mishrilal**

Mishrilal has purchased a mechanical sugarcane crushing machine run on electricity and has set it up on his field. Sugarcane crushing was earlier done with the help of bullocks, but people prefer to do it by machines these days. Mishrilal also buys sugarcane from other farmers and processes it into jaggery. The jaggery is then sold to traders at Shahpur. In the process, Mishrilal makes a small profit.

(i) Sugarcane crushing under taken in the village is what type of activity?

**Source B Will the Land Sustain?**

In many areas, Green Revolution is associated with the loss of soil fertility due to increased use of chemical fertilisers. Also, continuous use of groundwater for tubewell irrigation has led to the depletion of the water-table. Environmental resources, like soil fertility and groundwater, are built up over the years. Once destroyed it is very difficult to restore them. We must take care of the environment to ensure future development of agriculture.

(ii) Why there is loss of soil fertility as an effect of Green Revolution?

**Source C How is land distributed between the farmers of Palampur?**

Of the remaining families who own land, 240 families cultivate small plots of land less than 2 hectares in size. Cultivation of such plots doesn't bring adequate income to the farmer family.

(iii) Why do so many families of farmers cultivate such small plots of land?

*Ans.* (*i*) Sugarcane crushing under takens in the village is the first steps in manufacture of jaggery from raw sugarcane. Thus, it is a manufacturing activity.

(*ii*) The green revolution resulted in more production of crops which in turn utilised the soil nutrients at a faster rate. This leads to loss of soil fertility.

(*iii*) Land in Palampur is fixeds and 75% of the people who are working are dependent on farming for their livelihood. Since land is fixed and maximum people are dependent on land. So, they are forced to cultivate small plots of land.

## Long Answer (LA) Type Questions

**1** State any five reasons to show that Palampur is a developed village.

*Ans.* *Palampur is a developed village due to the following reasons*

(*i*) Palampur is well-connected with neighbouring villages and towns. Raiganj is a big village 3 kms from Palampur. An all weather road connects the village to Raiganj and further to the nearest town of Shahpur.

(*ii*) Many kinds of vehicles use this road to transport milk, jaggery and other commodities to markets and wholesalers.

(*iii*) Palampur houses 450 families. The 80 upper caste families have their houses made of bricks and cement plastering.

(*iv*) Most of the houses have electric connection. Electricity powers all the tubewells in the fields and is used in various types of small business. Palampur has two primary schools and one high school.

(*v*) There is a primary health centre run by government and one private dispensary where the sick are treated.

**2** What is the aim of production? State any four requirements needed for production of goods and services.

*Ans.* The aim of production is to produce the goods and services we want. Production of goods requires four inputs, which are called factors of production. *These are*

(*i*) **Land** It is the first requirement. Other natural resources like water, minerals, forests etc are also used.

(*ii*) **Labour** It is used for carrying out the production activities. Some work may be done through manual labour and other work may require highly skilled or educated persons.

(*iii*) **Physical Capital** Items like machinery, building, tools etc are called fixed capital. They can be used repeatedly for a long time, while raw material and money in hand are called working capital. Working capital is used up during the production activity, resulting in finished goods and services whereas fixed capital is used again and again.

(*iv*) **Human Capital** It is the knowledge and enterprise required to put together all the above inputs to produce the output, which can either be sold in market or consumed by the person producing the output.

EXAM PRACTICE

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**3** How are the farmers in village Palampur able to grow more crops from the same land? Explain in five points.

*or* How can one grow more than one crop on the same piece of land? Explain.

*Ans.* *The following points state how the farmers in Palampur are able to grow more crops from the same land*

(*i*) Palampur's farmers follow multiple cropping. They grow atleast two main crops. Many of them also grow vegetables as a third crop.

(*ii*) There is a well-developed system of irrigation in Palampur that enables the farmers to grow three different crops in a year.

(*iii*) Electricity came early to Palampur. It has played a pivotal role in transformation of the irrigation system in the village. The existing Persian wheels were replaced by electric run tubewells which could irrigate much larger areas of land.

(*iv*) The Green Revolution introduced HYV seeds and modern farming methods.

(*v*) Effective use of HYVs, chemical fertilisers and modern agricultural technologies resulted in better agricultural yield from the same land.

**4** What are the features of Green Revolution? How it differs from traditional farming?

*Ans.* *Major features of Green Revolution in India were*

(*i*) Use of High Yielding Varieties (HYV) of seeds. HYV seeds helped to produce much greater amounts of grain on a single plant.

(*ii*) Use of advanced technology, chemical fertilisers, pesticides and a well-developed system of irrigation.

(*iii*) This revolution solved the food crisis in India and made India self-sufficient in foodgrains.

(*iv*) This led to higher income growth and reduced poverty.

(*v*) In many areas, Green Revolution is associated with loss of soil fertility due to increased use of chemical fertilisers. Also, continuous use of groundwater for tubewell irrigation has reduced the water table below the ground.

(*vi*) It started in the late 1960s in the states of Punjab, Haryana and the Western part of Uttar Pradesh.

The Green Revolution is different from traditional farming in terms of using new methods, technology, mechanised equipment, HYV seeds, tubewell irrigation and chemicals. While the traditional method uses primitive methods of cultivation manure and wells or tanks for irrigation.

**5** How do the chemical fertilisers affect the soil, groundwater, rivers and lakes? What were the effects of use of chemical fertiliser in Punjab?

*Ans.* **Effect of Chemical Fertilisers on Soil and Water Sources** Chemical fertilisers provide minerals which dissolve in water and can be used by crops immediately, but they are not retained in the soil for long, as they trickle down from the soil and pollute the groundwater, as well as many water bodies like rivers and lakes in nearby areas.

Chemical fertilisers also kill bacteria and other microorganisms in the soil. This reduces soil fertility due to the absence of bacteria that breaks down organic matter.

**Effect of Chemical Fertiliser in Punjab** The use of chemical fertilisers in Punjab is higher than that in any other state of India. The continuous use of chemical fertilisers there has degraded agricultural soil.

As a result farmers are being forced to use more and more chemical fertilisers and other inputs to achieve the same production level as before. The net result is that the cost of cultivation is increasing every year.

**6** What is land? Suggest any three ways to sustain land.

*Ans.* Land is the basic natural resource that is required as a factor or an input in many production activities. Land is a fixed asset, it cannot be expanded or produced. Many of human activities depend on land. It is necessary to be careful in its use.

*Three ways to sustain land are*

(*i*) Soil is the vital part of land. Chemical fertilisers and pesticides reduce its fertility and pollute soil in many ways. So, there should be emphasis on use of bio-compost and eco-friendly methods to keep the soil fertile.

(*ii*) Some farming practices help in making land sustainable. These practices include intensity of cropping, rotation of crops, multiple cropping etc.

(*iii*) The modern farming methods should be used carefully and rationally according to scientific standards, so that soil profile is saved from further damage.

**7** Name any four non-farm production activities practised in Palampur. Give brief descriptions of any three.

*or* Mention any four non-farm production activities of village Palampur. Which activity do you feel most useful for the villagers? Give any two reasons.

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*Ans.* *Non-farm activities practised in Palampur are*

(*i*) **Dairy Farming** Many families are involved in dairying. They keep buffaloes for supplying the milk to the collection-cum-chilling centre at Raiganj, the milk being processed further for supply in towns and cities.

(*ii*) **Small Scale Manufacturing** This involves simple production methods and are done on small scale. Jaggery is manufactured by crushing the sugarcane grown and processing it. For this, an electric powered sugarcane crushing machine has been installed by the farmer Mishrilal. He sells the jaggery produced to traders at Shahpur, the nearby town.

(*iii*) **Shopkeeping** It is a useful service provided to the villagers, as they do not have to go far away to buy goods of daily use. Palampur's shopkeepers buy various goods from wholesalers in the cities to sell in the village. Some of them have also opened shops selling eatables near the village bus stand.

(*iv*) **Transport** There are different means of transport in Palampur like rikshaws, tangas, trucks, jeeps and tractors. These means of transport are used to transport goods and people from village to cities and the people get paid for this.

(*v*) **Self employed** Some people have opened computer training centres etc. to obtain more profits and to train more people for better opportunities in life.

**8** Explain the role of transport for rural development.

*Ans.* Transport is very essential for the development of rural areas. *This is explained in the points below*

(*i*) Transport helps people to move from one place to another.

(*ii*) Transport can be used to transfer goods or raw materials from one place to another place. For example, Sugarcane is taken to Shahpur in raw form or in form of jaggery using various transportation means. In the same way, wheat or any other crops are also transported using the same means.

(*iii*) Transport can also be used as a source of income for many people. *For example, rickshawallahs, tongawallahs* get money for providing their services of transportation.

(*iv*) Transport also helps to improve attendance levels in schools by providing accessibility to schools both for student and teachers.

(*v*) Improved access to markets and towns helps develop business as well. In the same way, better transportation facilities give opportunities to farmers to increase their farm produce.

**9** Distinguish between the condition of a farmer who is working in his own farm and a landless labourer.

*Ans.* *Difference between farmers and landless labourers are as follows*

| Landless Labourers | Farmers with Land |
|---|---|
| They do not have even a small plot of land. | On the other hand, they occupy medium or large farmlands. |
| They are hired by medium or large farmers. | They hire landless labourers for work on their field. |
| They have no right over the crops grown by them on the farmers field. | They have the right to use their crops grown on their farms. |
| They work for daily wages, so, they have no savings with them. | After selling their surplus crop, they have a good amount to deposit in bank account. |
| They are exploited by large farmers most of the time, as they hire them on less than the minimum wages fixed by the government. | They exploit the small farmers or landless labourers by paying them lower wages as there is heavy competition for work among farm labourers. |

**10** Read the extract given below and answer the following questions

The Green Revolution in the late 1960s introduced the Indian farmer to cultivation of wheat and rice using High Yielding Varieties (HYVs) of seeds. Compared to the traditional seeds, the HYV seeds promised to produce much greater amounts of grain on a single plant. As a result, the same piece of land would now produce far larger quantities of foodgrains than was possible earlier. HYV seeds, however, needed plenty of water and also chemical fertilisers and pesticides to produce best results.

Higher yields were possible only from a combination of HYV seeds, irrigation, chemical fertilisers, pesticides, etc. Farmers of Punjab, Haryana and Western Uttar Pradesh were the first to try out the modern farming method in India.

The farmers in these regions set up tubewells for irrigation and made use of HYV seeds, chemical fertilisers and pesticides in farming. Some of them bought farm machinery, like tractors and threshers, which made ploughing and harvesting faster. They were rewarded with high yields of wheat.

(i) What method adopted by Indian farmers enabled them to grow more from same piece of land?

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(ii) Green revolution is beneficial for the Indian farmers. Explain.

(iii) Which modern implements and items were used by Indian farmers?

Ans. (i) The method of green revolution enabled the farmers to grow more from same piece of land.

(ii) The Green Revolution enabled the Indian farmers to cultivate wheat and rice using high yielding varieties of seeds, irrigation chemical fertilisers, insecticides and pesticides etc. This increased their income from agriculture.

(iii) The modern implements used by the Indian farmers were tubewells, tractors, threshers and harvesters, which made ploughing and harvesting faster. The farmers also used fertilisers and pesticides to increase their farm yield.

# Self Assessment

## Objective Type Questions

1. Which of the following is a Kharif crop?
   (a) Sugarcane (b) Wheat (c) Bajra (d) All of these
2. To grow more than one crop on the same piece of land is called.
   (a) multiple cropping (b) mixed farming (c) plantation farming (d) None of these
3. Consider the following statements and select the correct option associated with farm labourers.
   (a) Farm labourers come either from landless families or families cultivating small plots of land.
   (b) Farmer labourers have a right over the crops grown on the land.
   (c) There is no competition for work among the farm labourer in Palampur.
   (d) Farm labourers hired for the full year.
4. ..... refers to a rapid and sustained increase in the output of agriculture over a long period of time.
5. Correct the following statement and rewrite
   The traders of Palampur are farmers who buy various goods from wholesale market in the cities and sell them in the town.
6. What are the requirements of multiple cropping?
7. How do medium and large farmers fulfil their requirements?

## Short Answer (SA) Type Questions

8. What is the meaning of working capital? What is its effect on day-to-day farming activities?
9. Explain why modern farming methods require more investment from the farmer's side as compared to the traditional farming methods followed earlier.
10. What could be the scope for landless labourers and small farmers to make their vulnerable life well in villages? Suggest some ways in this direction.

## Long Answer (LA) Type Questions

11. Explain why modern farming methods increase production cost, at the same time harming the physical environment.
12. Irrigation is necessary in modern methods of agriculture. Analyse its importance.

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CHAPTER

# 02

# People as Resource

## Overview

Population is an asset for the economy rather than a liability. It becomes human capital when investments are made in the form of healthcare, training and education. **Land** and **capital** are made useful by **human capital**. That is why human capital is superior to other forms of capital.

People as a resource refers to a country's working people in terms of their existing productive skills and abilities. This productive nature of population helps to develop the **Gross National Product**[1] (GNP) of a country through its abilities. So, it is also known as **Human Resource**.

When the existing human resource is further developed by becoming more educated and healthy, it is called **human capital formation**.

**Chapter Syllabus**


- Overview
- Economic Activities by Men and Women
- Quality of Population
- Unemployment


## Investment in Human Capital

Investment in human capital through education, training and medical care yields a return just like investment in physical capital.

For example, more educated or better trained persons earn higher income because they give higher productivity to their employers. In the same way, a healthier person can also give higher productivity and earn a good income.

*Population can be turned into a productive asset by*

- spending resources on education and health for all.
- giving training to industrial and agricultural workers for using modern technology.
- providing useful scientific researches and so on.

1 **Gross National Product** A measure to value what the country's citizens produce in a given year, whether or not the production occurred in the country itself.

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## Investment in Education and Health

Investment in human resources through education and medical care can give high rates of return in future. This investment on people is the same as investment in land and capital.

Educated parents are found to invest more heavily on the education of their children. They are also more aware of their children's needs of nutrition and hygiene. A **virtuous cycle**[2] is created in this case.

In contrast a Vicious Cycle is created for those parents who are themselves not educated and lacking in hygiene.

Countries like Japan have invested heavily in human resources because they did not have adequate natural resources. They import the natural resources needed by the country.

They have invested on people especially in the field of education and health. These people have made efficient use of other resources like land and capital. Efficiency and technology evolved by people have made these countries developed.

## Economic Activities by Men and Women

Activities which add value to the National Income are called **economic activities** or **market activities**.

*They are classified into three sectors*

(i) **Primary Sector** All activities which use natural resources are classified in this sector.
Primary sector includes agriculture, forestry, dairy farming, animal husbandry, fisheries, poultry farming, mining and quarrying.

(ii) **Secondary Sector** All activities which use products produced in the Primary sector for manufacturing of goods are classified in this sector.
All manufacturing processes and construction activities are included in the Secondary sector.

(iii) **Tertiary Sector** All activities which support the Primary and Secondary sectors are classified in this sector.
These include trade, transportation, communication, sales and services, education, health, tourism, banking, insurance, legal services, government etc.

*Economic activities has two parts*

(i) **Market Activities** These activities involve paying to the person who performs an activity. For example, payings for the goods or services including government services.

(ii) **Non-market Activities** These activities are not paid as **production** of these activities is for **self-consumption.** For example, a mother, looking after children. Men working in the fields, earning money, which they spend on rearing their families are market activities. It is generally seen that men earn for their family and women look after the family. This division of labour between men and women in families is due to historical and cultural reasons.

## Education and Skill: Determinants of Earning

Education and skill are the major determinants of earning of any individual in the market. A majority of women have low education and low skill compared to men. Most women work in Primary sector which lacks job security, legal protection and provides irregular and low income.

There is also absence of basic facilities like maternity leave, childcare leave and other social security systems. On the other hand, women with high education and skill are paid equally as men. Among the organised sector teaching and medicine attract the women most.

**Check Point 01**

1 Which country has invested heavily in its human resources?
2 The sector that manufactures goods is called ..... .
3 Govinda works as Human Resource Manager in a bank. Which sector of the economy does he work in?
4 ..... activities are not paid as their production is for self consumption.
5 What are the major determinants of earning.

## Quality of Population

The quality of population depends upon the **literacy rate**[3], health of a person indicated by life expectancy and skill formation which is acquired by the people of the country.

The quality of the population ultimately decides the growth rate of the country. Literate and healthy population are an assest for a country.

2 **Virtuous cycle** A condition in which a favourable circumstance or result gives rise to another that subsequently supports the first condition. Economic growth is one such cycle.
3 **Literacy rate** This is the ..... of people above the age of 7 years with the ability to read and write with understanding.

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# Education

Education increases the National Income as well as the **cultural richness** and efficiency of governance.

**Vocational education**[4] has been developed to provide skill based education, which leads to ready employment.

## Education in 12th Five Year Plan

The plan targets to increase the **Gross Enrolment Ratio** in Higher Education in age group 18-23 years is 27% in 2019-20. *The plan also focuses on*

(i) increasing access, quality, adoption of states- specific curriculum modification, vocationalisation and networking on the use of information technology.

(ii) distance education as well as merging of formal, non-formal, distance and IT education institutions.

## Education Scenario in India

There is provision for providing universal access, retention and quality in elementary education with a special emphasis on girls. Special schools called as Navodaya Vidyalaya have been established in each district in India.

In 2010-11 the literacy rates have increased from 18% in 1951 to 85% in 2018.

Female literacy remains much lower than male literacy all over India. Literacy among males is nearly 16.1% higher than females and it is also about 14.2% higher in urban areas as compared to rural areas.

There is also wide variation in literacy rates from one region of the country to another. *For example*, there is about 94% literacy in Kerala, but 62% in Bihar.

In 2017-18 the expenditure on education as a percentage of GDP was 2.8% in 2020-21.

## Government Steps to Provide Education to All

Government has taken many steps towards providing elementary education to all.

*Some important steps are*

- The primary school system has expanded to over 7,78,842 lakh in 2019-20 in India.
- Government's initiative of **Sarva Shiksha Abhiyan**[5] aims at providing elementary education to all children in the age group of 6 to 14 years.
- **Mid-day Meal Scheme** has been implemented to encourage attendance and retention of school children and improve their nutritional status.

# Health

Proper healthcare helps a person to realise his potential and ability to fight illness. So, the Government's National Policy on Health aims at improving the access to healthcare, family welfare and nutritional services.

During the last 50 years, India has built up a vast healthcare, manpower and infrastructure.

*The results are*

- **Life expectancy**[6] has increased to over 69.4 years in 2016.
- **Infant Mortality Rate**[7] (IMR) has come down from 147 in the year 1951 to 36 in the year 2020.
- **Crude Birth Rate**[8] (CBR) has dropped to 20 (2018) and **Crude Death Rate**[9] (CDR) to 6.2 (2018) with in the same duration of time.

# Unemployment

Unemployment exists when people who are willing to work at the going wages cannot find jobs. The workforce includes all people from the age of 15 years to 59 years.

Children and elderly people (60 years and over) are not included in workforce, so are not to be considered as unemployed.

# Nature of Unemployment in India

In the case of India, there is unemployment in both rural and urban areas. In rural areas, there is seasonal and disguised unemployment whereas urban areas have mostly educated unemployment.

4 **Vocational education** An education that prepares people for specific trades, crafts and careers at various levels from a tradesman or craftsman to a professional position in engineering, accountancy, nursing, medicine, architecture, pharmacy, law etc.

5 **Sarva Shiksha Abhiyan** A Government of India programme aimed at the universalisation of elementary education in a time-bound manner making education free to children of ages 6-14 (estimated to be 205 million in number in 2001), a Fundamental Right.

6 **Life Expectancy** It is a statistical measure of the average time an individual is expected to live.

7 **Infant Mortality Rate (IMR)** It is the death of a child under one year of age.

8 **Birth Rate** It is the number of babies born for every 1000 people during a particular period of time.

9 **Death Rate** It is the number of people per 1000 who die during a period of time.

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### Seasonal Unemployment

It happens when people are not able to find jobs during some months of the year. People dependent upon agriculture usually face this kind of unemployment.

### Disguised Unemployment

In this kind of unemployment people who are visibly employed are not actually employed.

For example, an agriculture field requires the service of five people but eight people are working in the same field then, these three extra people come under the category of disguised unemployed. Production will not decrease when three people are removed.

### Educated Unemployment

In urban areas, many young people with matriculation, graduation and post-graduation degrees are not able to find jobs. This situation leads to educated unemployment. A paradoxical manpower situation (contradictory situation) is observed when there is surplus manpower in some category and shortage of manpower in others.

## Effects of Unemployment

Unemployment has a harmful impact on the overall growth of an economy. Increase in unemployment is an indicator of a depressed economy. It also wastes the human resource.

*Unemployment effects the economy in the following ways*

- Unemployment leads to the wastage of manpower resource. People who can be an asset for the economy into a liability.
- Feeling of hopelessness and despair occurs among the youth. People do not have enough money to support their family.
- Inability of educated people, willing to work to find gainful employment, implies a great social waste.
- Unemployment tends to increase **economic overload**[10].
- The dependence of the unemployed on the working population increases.
- The quality of life of an individual as well as of society is adversely affected.
- There is a general decline in health status and rising withdrawal from the school system.

## Employment Structure

Agriculture is the most labour absorbing sector of the economy, but there is problem of disguised umemployment in this sector. Most of the primary sector activities are self employment i.e. where the whole family contributes in the work.

The secondary sector absorbs labour force in its small scale manufacturing units. Tertiary sector also absorbs labour. Some of the surplus labour in agriculture moves to these two sectors. In tertiary sector, new services like biotechnology and information technology are appearing.

### Check Point 02

1 Which gender has higher literacy rate in India as per 2011 census?

2 The ..... scheme is implemented to encourage attendance and improve nutritional status of children.

3 No of babies born every 1000 people during a year is called ..... .

4 Special schools called ..... is established in each district of India.

5 Which is the most labour absorbing sector of Indian economy?

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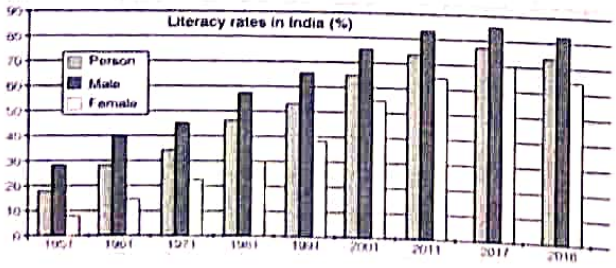
# SUMMARY

- People who are part of the workforce are called human resource. Any other resource becomes useful only by the effort and skill of the **human resource**. Thus, human resource is a significant part of economy in a country.
- Investment in human capital by providing education, training and healthcare makes people educated and healthy which increases productivity.
- Educated parents invest in their child's education and health to secure a better future for them.
- Uneducated parents are unable to invest on education and healthcare of their children.
- Activities which add value to the national income are called **economic activities**. They are classified into three sectors : Primary sector, Secondary sector and Tertiary sector.
- Economic activities related to agriculture, poultry farming, fishing, horticulture, animal husbandry, mining, quarrying etc are called **Primary sector**.
- Manufacturing and construction are included in **Secondary sector**.
- Economic activities supporting Primary and Secondary sectors are called **Tertiary sector**. e.g. transportation.
- Economic activities are also called market activities as goods and services are produced for selling in the market. Non economic activities are those activities which are not done for selling e.g. mother teaching her children.
- The quality of population depends upon its literacy rate, life expectancy rate and skill formation.
- Government has taken several steps to improve education status in India like Mid Day Meal Scheme, Sarva Shiksha Abhiyan, opening of Navodaya Vidyalaya in each district etc.
- The government health care system consists of Primary Health Centres (PHCs), Community Health Centres and District Hospitals. Further, medical colleges are present in major cities where doctors of all specialities are present.
- **Unemployment** exists when people who are willing to work do not find work. It leads to the wastage of man-power and increases economic overload.
- **Seasonal** and **disguised unemployment** are commonly found in rural areas and educated unemployment in urban areas.
- Agriculture is still the largest employer in India. However, the percentage of people working in agriculture has declined in recent years.
- In the Secondary sector, small-scale manufacturing employs more labour and hence provides employment to a large number of people.
- In recent years, the IT sector has produced more opportunities for the technically qualified people.

# NCERT FOLDER

### *Let's Discuss on page 21*

**1** Study the graph and answer the following questions.




(i) Have the literacy rates of the population increased since 1951?
(ii) In which year has India the highest literacy rate?
(iii) Why is literacy rate high among the males of India?
(iv) Why are women less educated than men?
(v) How would you calculate literacy rate in India?
(vi) What is your projection about India's literacy rate in 2025?

*Ans.* (*i*) Yes, the literacy rates of the population have increased since 1951 as shown below

| *Literacy in 1951* | *Literacy in 2018* |
|---|---|
| Male-28% | Male-83% |
| Female-11% | Female-65% |

(*ii*) India has the highest literacy rate in 2017.
(*iii*) India traditionally has a patriarchal society where more importance is given to males. Culturally, due to division of labour, the males are expected to go out of their homes for work so they have better access to education. Poor families, due to monetary constraints, prefer to send only their sons to school and not their daughters. Therefore, literacy rate is higher among the males.

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(iv) Women are less educated than men because preference is given to the boys or sons in the family for education because they are considered as the future of the family.

Traditionally, the girls are expected to stay at home and look after domestic chores. So, education among girls is not encouraged.

Because of the above reasons, women are less educated than men.

(v) The literacy rate can be calculated on the basis of the number of literate people divided by the population and multiplied by 100.

$$\text{Literacy Rate} = \frac{\text{Number of literate People in India}}{\text{Population of India}} \times 100$$

(vi) Based on the last ten years' trends, I would project India's literacy rate to be 78% in 2025, with male literacy being 89% and female literacy being 78%.

## Let's Discuss on page 22, 23

**2** Number of Institutions of Higher Education, Enrollment and Faculty.

| Year | Number of Colleges | Number of Universities | Students | Teachers |
|---|---|---|---|---|
| 1950-51 | 750 | 30 | 2,63,000 | 24,000 |
| 1990-91 | 7,346 | 177 | 49,25,000 | 2,72,000 |
| 1998-99 | 11,089 | 238 | 74,17,000 | 3,42,000 |
| 2010-11 | 33,023 | 523 | 186,70,050 | 8,16,966 |
| 2012-13 | 37,204 | 628 | 223,02,938 | 9,25,396 |
| 2014-15 | 40,760 | 711 | 265,85,437 | 12,61,350 |
| 2015-16 | 41,435 | 753 | 284,84,741 | 14,38,000 |
| 2016-17 | 42,338 | 795 | 294,27,158* | 14,70,190* |
| 2017-18 | 41,012 | 851 | 366,42,378 | 12,84,957 |
| 2018-19 | 39,931 | 993 | 37,399,388 | 14,16,299 |
| 2019-20 | 44,374 | 1,236 | 38,275,207 | 12,07,204 |

*Source UGC Annual Report 2019-20 and Selected Educational Statistics, Ministry of HRD*

Discuss this table in the classroom and answer the following questions.

(i) Is the increase in number of colleges adequate to admit the increasing number of students?

(ii) Do you think we should have more number of universities?

(iii) What is the increase noticed among the teachers in the year 2015-16?

(iv) What is your idea about future colleges and universities?

**Ans.** (i) No, the increase in number of colleges is not adequate to admit the increasing number of students, as can be seen in column 2 and 3 of the table. From 1950 onwards, the colleges have increased about 50 times, while the students have increased by about 110 times.

(ii) We need not have more universities, although each university will need to affiliate more colleges to cater to the increase in the number of colleges.

(iii) The increase of teachers in 2015-16 is about 12.284%, whereas the number of students during the same period have gone up by 6.667%.

(iv) Future colleges and universities must impart skill-based education so that the students passing out of them are able to find productive jobs. There is no further requirement for academic degrees which do not give jobs to the students.

## Exercises

**1** What do you understand by 'people as a resource'?

**Ans.** People as Resource is a way of referring to a country's working population in terms of their existing production skills and abilities.

**2** How is human resource different from other resources like land and physical capital?

**Ans.** *Human resource is different from other resources due to the following reasons*

(i) Land and other resources are fixed, limited and specified whereas human resources can be nurtured through education and health.

(ii) Human resources can bring changes in other resources whereas other resources can't change or affect human resources.

(iii) Human resources can make use of land and physical capital whereas land and physical capital can't become useful on its own.

**3** What is the role of education in human capital formation?

**Ans.** *Education plays a significant and very vital role in human capital formation in the following ways*

(i) Education helps humans to achieve and realise their full potential.

(ii) It helps to make people successful in their life in the form of higher incomes earned through better jobs and higher productivity.

(iii) Education helps the people by broadening their knowledge and providing them training.

(iv) It opens new avenues for earning like doing business, job, etc.

(v) It contribute towards the growth of society.

(vi) It enhances the national income, cultural richness and the efficiency of the governance.

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**4** What is the role of health in human capital formation?

*Ans.* *Health plays an important role in human capital formation for the following reasons*

(*i*) A person with good health can work efficiently.

(*ii*) Healthy people can realise their full potential and contribute better to the society and to the country.

(*iii*) By increasing their working capacity, healthy people can improve their standard of living.

In this way, good health increases earning capacity and results in human capital formation.

**5** What part does health play in the individual's working life?

*Ans.* *Health plays an important role in the individual's working life because*

(*i*) An unhealthy person cannot work efficiently.

(*ii*) If the body is healthy, only then the mind can perform well.

(*iii*) A healthy person is able to work harder and better, thus earning more and living a better life.

**6** What are the various activities undertaken in the primary sector, secondary sector and tertiary sector?

*Ans.* *The various activities undertaken in these sectors are*

**Primary sector** Primary occupations have a direct link with nature of physical environment. For example agriculture, forestry, animal husbandry, fishing, poultry farming and mining.

**Secondary sector** In the secondary sector manufacturing and construction work taken place.

**Tertiary sector** This sector mainly provides services to the primary and secondary activities. For example, trade, transport, communication, banking, education, health, tourism, services and insurance.

**7** What is the difference between economic activities and non-economic activities?

*Ans.* *The differences between economic and non-economic activities are*

| Economic Activities | Non-Economic Activities |
|---|---|
| Activities which contribute to the National Income are called economic activities. | These activities do not contribute to the National Income. |
| These are done for pay or profit. | These activities are not paid. |
| Examples are manufacturing, teaching, banking, etc. | Examples are housewives working at home (take care of children, house chores etc), social service etc. including all non-profit services. |

**8** Why are women employed in low paid work?

*Ans.* *Women are employed in low paid work due to the following reasons*

(*i*) As a majority of the women in India have lesser education and lesser skill than men due to traditional reasons, they are paid less than men or are mostly employed in low paid work.

(*ii*) Another reason is that jobs involving physical labour are entrusted to men only due to their physique; here women cannot do as much physical work as men.

(*iii*) Women also generally have an additional responsibility of looking after their family and children, so they cannot be as regular as men in their duties. So, they are often given non-critical and low paid work.

**9** How will you explain the term unemployment?

*Ans.* Unemployment is a situation where someone of working age is not able to get a job. It is expressed as a percentage of the total available workforce. The level of unemployment varies with economic conditions and other circumstances.

**10** What is the difference between disguised unemployment and seasonal unemployment?

*Ans.* *Difference between disguised unemployment and seasonal unemployment are as follows*

| Disguised Unemployment | Seasonal Unemployment |
|---|---|
| In case of disguised unemployment, people appear to be employed, but are actually not employed. | Seasonal unemployment happens when people are not able to find jobs during some months of the year. |
| It is mostly found in agriculture. | It is mostly found in agro based industries. |
| It is mainly found in rural areas. | It is found both in rural as well as urban areas. |

**11** Why is educated unemployed,a peculiar problem of India ?

*Ans.* *Educated unemployment is a peculiar problem of India due to the following reasons*

(*i*) It is mainly found in urban areas as education lavel is high there.

(*ii*) People with educational degrees like Matriculation, Graduation and Post Graduation are not able to find jobs here.

(*iii*) There exists a paradoxical manpower situation which means surplus manpower in some areas and shortages in the other.

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(iv) In India, there is surplus manpower of technically qualified people due to which there is unemployment among them. But at the same time, there is shortage of technical skills also needed for economic growth.

(v) Secondary and tertiary sector have failed to provide employment so people are still dependent on primary sector.

Due to all these problems, India's educated unemployment is very peculiar.

**12 In which field do you think India can build the maximum employment opportunity?**

*Ans.* The field in which India can build the maximum employment is the service sector.

Only the Tertiary or service sector can generate the maximum employment opportunity, for which the unemployed will have to be trained.

In primary sector there is no further scope because there is already disguised unemployment.

In secondary sector small scale manufacturing is the most labour absorbing sector.

**13 Can you suggest some measures in the education system to mitigate the problem of the educated unemployed?**

*Ans.* *Some measures can be adopted in education system to solve the problem of educated unemployed people are*

(i) System of education should be changed so as to provide skill based education so that students find appropriate jobs.

(ii) Education about new services like biotechnology, information technology should be introduced to prepare students for employment in advanced technical skills.

(iii) More opportunities should be made available in the Tertiary sector, where more educated unemployed people can find jobs.

**14 Can you imagine some village which initially had no job opportunities but later came up with many?**

*Ans.* Rampur was a small village which initially depended on agriculture and on rainfall.

Then electricity reached the village and people could irrigate their fields and could grow 2 to 3 crops in a year to get more work.

Some people started small-scale industries which could be run by electricity and provide employment to people.

A school was established so that the population started to become educated and as a result, they could seek employment in and outside the village.

The village became prosperous and soon had better health, education, transport and job facilities.

**15 Which capital would you consider the best–land, labour, physical capital and human capital? Why?**

*Ans.* Human capital is the most important capital, because all other types of capital can be utilised only by humans.

If humans do not develop and process other capital or resources and make them usable, they would remain undeveloped and unutilised, because on their own, they are useless and of no use to anybody.

If we develop human capital, then all other resources will automatically develop and lead to progress.

Human capital is the stock of skill and knowledge with proper education, training and medical care, this resource can be turned into an asset for the country.

If human capital is of high quality than it can greatly help in the progress of a country. Therefore, Japan has invested in its human capital.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

1 Large population can be turned into a productive asset by
(a) increasing employment level
(b) stopping migration
(c) investing in human capital
(d) improving medical facilities

*Ans.* (c) investing in human capital

2 Japan get developed by
(a) investing in human capital
(b) borrowing money from World Bank
(c) developing agriculture sector
(d) improving infrastructure

*Ans.* (a) investing in human capital

3 Sprinkling crops with insecticide is an activity of which sector?
(a) Primary sector (b) Secondary sector
(c) Tertiary sector (d) Manufacturing sector

*Ans.* (a) Primary sector

4 Which of the following is the primary activity?
(a) Fishing (b) Transport
(c) Education (d) None of these

*Ans.* (a) Fishing

5 Which is a non-economic activity?
(a) Teacher teaching in school
(b) Farmer working in his own farm
(c) Tailor stitching his own clothes
(d) Restaurant owner cooking for customers

*Ans.* (c) Tailor stitching his own clothes

6 Which is an activity performed by tertiary sector?
(a) Working in farms (b) Transporting goods
(c) Manufacturing clothes (d) Studying in a college

*Ans.* (b) Transporting goods

7 Seasonal unemployment is related to which regions?
(a) Urban regions (b) Rural regions
(c) Both (a) and (b) (d) None of these

*Ans.* (b) Rural regions

8 The work force population includes people from
(a) 15 to 59 years (b) 14 to 50 years
(c) 21 to 50 years (d) 22 to 60 years

*Ans.* (b) 14 to 50 years

9 Disguised unemployment can be traced to
(a) banking (b) transport (c) mining (d) agriculture

*Ans.* (d) agriculture

10 Arrange in sequence
(i) Formation of quality human capital
(ii) Providing computer technology skill
(iii) Investment in primary school
(iv) Getting medical care during birth
(a) iv, iii, ii and i (b) iii, i, iv and ii
(c) iii, iv, i and ii (d) i, iii, iv and iii

*Ans.* (a)

### Fill in the Blanks

11 Educated unemployment is related to ... regions

*Ans.* Urban

12 More than required people employed for a particular job is known as ..... .

*Ans.* Disguised unemployment

13 Savita working in a company will earn ..... than Meeta who sells vegetables.

*Ans.* more

14 A ..... cycle is created when parents are able to provide goods quality education and health facility to their children.

*Ans.* virtuous

15 Government develops ..... streams to equip students with occupations related to knowledge and skill.

*Ans.* vocational

### Correct and Rewrite

16 Disguised unemployment happens when people are not able to find jobs during a particular part of the year.

*Ans.* Seasonal unemployment happens when people are not able to find jobs during a particular part of the year.

17 Japan is rich in natural resources so it exports the natural resources needed 'in its country but at the same time it has invested on providing health and education to its people.

*Ans.* Japan is not rich in natural resources so it imports the natural resources needed in its country but at the same time, it has invested on providing health and education to its people.

### Assertion/Reason

18 **Assertion** (A) Unemployment leads to wastage of manpower resources.
**Reason** (R) Increase in unemployment is an indicator of depressed economy.

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**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (b) Both A and R are true, but R is not the correct explanation of A

## Match the Following

**19**

| List I | List II |
|---|---|
| A. Non-economic Activity | 1. Construction of a building |
| B. Primary Activity | 2. Doctor treating patients |
| C. Secondary Activity | 3. Cooking for family |
| D. Tertiary Activity | 4. Fisherman catching fish |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 4 | 2 | 1 | 3 |
| (b) | 3 | 4 | 1 | 2 |
| (c) | 2 | 3 | 4 | 1 |
| (d) | 1 | 4 | 3 | 2 |

*Ans.* (b)

## Case Based Questions

**20** Geeta, mother of Vilas, earned an income by selling fish. Thus, women are paid for their work when they enter the labour market. Their earning like that of their male counterpart is determined on the basis of education and skill. A majority of women have meagre education and low skill information. Women are paid low compared to men. Most women work where job security is not there. Employment in this sector is characterised by irregular and low income.

Why are rural women employed in low paid jobs?
(a) They do not need to work in high-paid jobs.
(b) They lack in education or the necessary skill.
(c) They are not allowed by their families to do high paid jobs.
(d) They are not aware of the wage structure.

*Ans.* (b) They lack in education or the necessary skill.

**21** Sakal goes to a village school and learns the technique of kite making. His family gives him nutritious food. Vilas works with his mother in a shop to earn a living. He wants to go to school but never had the opportunity to do so.

Who has better prospects of earning when they grow up ?
(a) Vilas (b) Sakal
(c) Both (d) Cannot be determined

*Ans.* (b) Sakal

## Very Short Answer Questions

**22** What is human capital?

*Ans.* Investment made in the form of education and medical care to improve, the quality of population so that it becomes a great asset is called as human capital.

**23** Why education has an important role in human capital formation?

*Ans.* Education broadens the knowledge of people and provides them training, thus is having an important role in human capital formation.

**24** Which Asian country invested its major part of resources on people, especially in the field of education and health?

*Ans.* Japan is the Asian country which has invested heavily in human resources, especially in the field of education and health.

**25** What is the meaning of vocational education? State its one characteristic.

*Ans.* Vocational education means training for a specific vocation i.e. training for being employed in a particular job.

**Characteristic** It improves the competency level of the students.

**26** *Sarva Shiksha Abhiyan* is meant to provide what kind of education?

*Ans.* *Sarva Shiksha Abhiyan* is meant to provide Elementary education (upto class VIII) to children in the age group of 6 to 14 years.

**27** Navodaya Vidyalayas have been started for which kind of school children?

*Ans.* Navodaya Vidyalayas have been started for talented school children residing in rural areas.

**28** In terms of health, what do you mean by SC, PHC and CHC.

*Ans.* SC means Sub Centre, PHC means Primary Health Centre and CHC means Community Health Centre.

**29** How will you define the life expectancy of a newborn baby?

*Ans.* Life expectancy is defined as the average length of time in years that a newborn baby will live.

**30** What is Infant Mortality Rate?

*Ans.* Infant Mortality Rate (IMR) is the number of deaths of infants under one year of age per 1000 live births.

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**31** Which person out of a farm labourer, a construction worker and a miner is having seasonal employment?

**Ans.** Miners and construction workers normally work in all seasons. Only a farm labourer will work for some part of the year and thus, is having seasonal employment.

**32** Is it correct that disguised unemployment is very common in urban areas?

**Ans.** No, it is incorrect, as disguised unemployment is very common in rural areas, particularly in agriculture.

## Short Answer (SA) Type Questions

**1** Why is human resource superior to any other resource? Explain with the help of three arguments.

**Ans.** *Human resource is considered to be the best resource because*

(*i*) It is a way of referring to country's working people in terms of their existing productive skills and abilities.

(*ii*) Population of a country helps to increase its country's Gross National Product by producing goods and services and even searching for new ones.

(*iii*) When existing human resource is developed by becoming more educated and healthy, we call it human capital formation that adds to the productive power of country just like physical capital formation.

**2** What does a 'virtuous cycle' created by the educated parents mean? Explain.

**Ans.** A 'virtuous cycle' is created by the educated parents when they invest heavily on the education and skill training of their children because these children realise the importance of education. In contrast, uneducated parents, not realising the importance of education, do not invest on their children's education, thus creating a 'vicious cycle'.

As a result, the child gets good employment opportunities in future because of his/her good education. It is the outcome of a good investment spend on his/her by his/her parents. These children are also aware about the value of proper nutrition and hygiene. Thus, this is how a virtuous cycle is created.

**3** How have the various activities been classified into sectors? Give one example from each sector.

**Ans.** *Various activities classified into three sectors are*

(*i*) **Primary sector** These activities harvest or extract natural products from the Earth; it involves production of raw materials and food products. e.g. agriculture, dairy farming, mining, etc.

(*ii*) **Secondary sector** These activities involve manufacturing of finished goods. e.g. construction.

(*iii*) **Tertiary sector** All activities which support the Primary and Secondary sectors with services belong to this sector. e.g. transportation, banking, trade etc.

**4** Why are rural women employed on very low wages?

**Ans.** It is true that rural women are employed on very low wages.

*It is because*

(*i*) In the patriarchal society, especially in rural areas, parents do not invest much on their daughters. They do not get enough opportunity to do jobs.

(*ii*) In rural areas, girls are not given proper education or skill training for doing jobs.

(*iii*) Girls are involved more in household duties and their is a traditional belief that they should not go out of home to work.

(*iv*) Due to these factors, when they need a job, they are not able to demand as high wages as men can, and thus being forced to accept lower wages.

**5** What is the purpose of *Sarva Shiksha Abhiyan*? What are its goals?

**Ans.** Its basic aim is providing elementary education to all children of age group 6 to 14 years. Additionally, it is an effort to universalise elementary education by community ownership of the school system. It was started in response to the demand for quality basic education all over the country.

The SSA programme is also an attempt to provide an opportunity for improving human capabilities of all children through provision of community owned quality education in a mission mode. The Mid-day Meal scheme is a part of it to reduce the dropout rate of children from schools.

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**6** Why will a firm not like to employ a worker with ill-health? How does it affect the working environment?

Ans. *A firm will not like to employ an ill-healthy worker because*

(*i*) An unhealthy worker would not be able to contritrute to the overall productivity of an organisation.

(*ii*) An unhealthy worker is liability rather than an asset for an organisation.

(*iii*) They can't contribute to the growth of the organisation.

(*iv*) They don't work regularly and remains on leaves due to sickness.

(*v*) It creates a gloomy atmosphere in the surroundings.

**7** Why does unemployment have a detrimental effect on the overall growth of an economy?

Ans. *Unemployment has a detrimental effect on the overall growth of an economy due to the following reasons*

- Unemployment tends to increase economic overload, i.e. the dependence of the unemployed persons on the people who are working goes up.
- Unemployment adversely affects the quality of life of people, as they have to live at subsistence level, which leads to poor health and even increase in school dropouts.
- If unemployment continues, it wastes resources who can be gainfully employed.

**8** Describe the role of human capital in the production process. Name two investment that can improve the quality of human capital.

Ans. *Role of human capital in the production process are as follows*

(*i*) Human capital is the most important capital, because all other types of capital can be utilised only by humans.

(*ii*) Humans are the ones who develop and process resources and use them to produce another goods and commodities. Without human capital these resources are of no use and even not consider as resources.

(*iii*) If we develop human capital the production process and all other will automatically develop and lead to progress.

Investment on health and education can improve the quality of human capital, as these two help to raise the standard and quality of living of people, thus, activate the entire production process.

**9** On what factors does the quality of population depend? How does education enhance the quality of population? Explain.

*or* Analyse the role of education in the formation of human capital.

Ans. The quality of population depends upon the literacy rate, health of a person, life expectancy and skill formation acquired by the people of the country.

Education is the most important factor that ultimately decides the quality of population.

*This can be explained as follows*

(*i*) Better educated people earn higher incomes because of higher productivity of the more educated or the better trained persons. This contributes to growth of society.

(*ii*) The quality of the population ultimately decides the growth rate of the country, leading to the growth of society.

(*iii*) Education enhances the National Income, cultural richness and increases the efficiency of governance, thus contributing to growth of society.

**10** Distinguish between physical and human capital.

Ans. **Physical Capital** Physical capital includes the variety of inputs required at all stages of a production activity. This includes fixed capital in the form of machinery, land and building and working capital in the form of raw materials, cash in hand etc.

**Human Capital** In contrast, human capital is the stock of competencies, knowledge, social and personality attributes, including creativity, embodied in the ability to perform labour so as to produce economic value.

Here, it refers to the persons performing the economic activity like labourers, knowledgeable persons and others involved in the activity.

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**11** How are children of educated parents different from those of uneducated parents? Give three points of difference.

*Ans.* *The points given below state differences between children of educated and uneducated parents*

| Children of educated parents | Children of uneducated parents |
|---|---|
| These parents realise the importance of education. So, they invest more heavily on education of their children. | Uneducated parents often do not realise the importance of education. They do not spend heavily on the education of their children. |
| These children are conscious of proper nutrition and hygiene. So, children of educated parents tend to be in proper health. | Health status of these children is not so good because uneducated parents do not take care of their health properly. |
| These children are better educated and healthy. So, they are highly productive and yield a higher return in future. | These children lack in better education and health, so they are not expected to yield a high return in future. |

**12** 'Employment structure is characterised by self-employment in the primary sector'. Explain this statement.

*Ans.* This statement refers to the agricultural sector, where most of the people are small farmers with land holdings of less than two hectares.

They are self-employed because the whole family works on the land, though not all are really needed. The entire family shares what has been produced. This concept of sharing of work in the field and sharing the produce raised reduces the hardship of unemployment in rural areas.

**13** Satpal is a farmer who owns a land. He is also an educated person. He sent his both children (a daughter and a son) to a city college for higher studies.
For this purpose, he invests more heavily on his children's education. Why do educated parents like Satpal invest more heavily on their children's education? Give three reasons.

*Ans.* *Educated parents invest more heavily on their children's education because*

(*i*) A child too with investment made on his/her education can yield a higher return in future in the form of higher earning and greater contribution to society.

(*ii*) Educated parents realise the importance of education.

(*iii*) With proper education a child can become an assest rather than a liability for a country's economy.

**14** Distinguish between market and non-market activities with three points of distinction.

*or* Explain market and non-market activities. Under which activity would you classify government services?

*Ans.* Any activity which add value to National Income is called economic activity.

*Two types of economic activities are as follows*

| Market activities | Non-market activities |
|---|---|
| Market activities involve remuneration to the person who performs an activity for pay or profit. | These economic activities involve production for self-consumption. |
| These are socially useful activities which includes the production and consumption of goods. | They are not done for pay or profit. |
| *e.g.*, teacher teaches in a school, man works in bank, workers in industries or factories, etc. | *e.g.*, subsistence farming, processing of primary products, etc. |

Government services will be classified under market activities.

**15** Read the sources and answer the question given below.

**Source A Sarva Shiksha Abhiyan**

Sarva Shiksha Abhiyan is a significant step towards providing elementary education to all children in the age group of 6-14 years by 2010. It is a time-bound initiative of the Central government, in partnership with the states, the local government and the community for achieving the goal of universalisation of elementary education. Along with it, bridge courses and back to school camps have been initiated to increase the enrolment in elementary education. Mid-day meal scheme has been implemented to encourage attendance and retention of children and improve their nutritional status.

(i) What is the main aim of Sarva Shiksha Abhiyan?

**Source B Education**

Education enhances the national income, cultural richness and increases the efficiency of governance. There is a provision made for providing universal access, retention of quality

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in elementary education with a special emphasis on girls. There is also an establishement of pace setting of schools like Navodaya Vidhyalya in each district. Vocational streams have been developed to equip large number of high school students with occupations related to knowledge and skills.

The plan outlay an education has increased from ₹ 151 crore in the first plan to ₹ 3766.90 crore in the eleventh plan.

(ii) Why have vocational streams been developed?

**Source C Health**

The health of a person helps him to realise his/her potential and the ability to fight illness. He/she will not be able to maximise his/her output to the overall growth of the organisation. Health is an indispensable basis for realising one's well being. Henceforth, improvement in the health status of the population has been the priority of the country. Our national policy, too, aims at improving the accessibility of healthcare, family welfare and nutritional service with a special focus on the underprivileged segment of the population.

(iii) Why health status of the population has been the priority of a country?

*Ans.* (*i*) The main aim of Sarva Shiksha Abhiyan is to achieve the goals of universalisation of elementary education.

(*ii*) Vocational streams have been developed to equip large number of high school students with occupations related to knowledge and skills.

(*iii*) Health status of the population has been the priority of a country because healthy citizens are the basic factors of production good health, also increases the efficiency of the worker.

## Long Answer (LA) Type Questions

**1** How can large population be turned into a productive asset? Explain.

*Ans.* People are the important resource of a country. If a country invests more on its peoples' welfare they can be turned into a productive asset.

*The following points explain this*

(*i*) If a nation provides better education and training then this investment will develop more skilled and innovative workforce. Thus, this can contribute in the growth of the economy.

(*ii*) Investment in the form of education will ensure good employment opportunities to the people who can not only raise their standard of living through earnings but also will contribute to the National Income of the country.

(*iii*) Investment on healthcare facilities of the population will allow people to avail these facilities and can lead to healthy environment for them to flourish and develop.

(*iv*) The government should create jobs in different sectors of economy so that, unemployment ratio may go down.

(*v*) The government should invest in the rural and backward regions and in modernisation of agriculture, so as to bridge urban-rural divide. Through this investment, the population of rural and backward areas can be transformed into an asset.

**2** Give examples to prove that population is an asset for the economy, rather than a liability.

*Ans.* Population in the form of human capital is an asset for the economy. Population becomes human capital when an investment is made in it through education, training and medical care. Human capital is a productive asset, rather than a liability, *as given in the examples below*

(*i*) **Doctor** A person trained for this profession cures ill people and helps maintain good health of the people.

(*ii*) **Engineer** Persons who are trained as engineers are useful to the nation in various fields like construction, industry, Information Technology etc.

(*iii*) **Teacher** Trained teachers are much in demand in the educational institutions of the country. They are helping to develop the next generation of productive assets for the country.

(*iv*) **Tailor** A person trained in tailoring produces clothes which people wear, thus, becoming a productive asset.

**3** Explain the initiatives taken by the government to improve elementary education in India.

*Ans.* *The initiatives taken by the government to improve elementary education in India are*

(*i*) Sarva Shiksha Abhiyan aims at the universalisation of elementary education in a

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time-bound manner, making it free to children between the ages of 6 and 14 years, with a special emphasis on girls' education. It has been embodied as a right under the Right to Education Act.

(*ii*) Mid-day Meal scheme has been implemented to encourage attendance and retention of children and improve their nutritional status.

(*iii*) Navodaya Vidyalayas (i.e. model schools) have been opened in each district as ideal schools, whose facilities and methods can be replicated by other schools.

(*iv*) Vocational streams have been developed to enable a larger number of high school students to find jobs in occupations related to knowledge and skills.

(*v*) Bridge courses and back-to-school camps have been initiated to increase the enrollment in elementary education.

**4** Describe five unfavourable effects of population growth in a country like India.

*Ans.* *Five unfavourable effects of population growth in a country like India are*

(*i*) **Illiteracy** Excessive population growth leads to less education opportunities available for students due to the limited educational resources available.

(*ii*) **Poverty** As family size becomes larger, poorer families go deeper into poverty, as the family income remains the same.

(*iii*) **Unemployment** Increase in population causes increase in unemployment, as more people need to be employed compared to the jobs available.

(*iv*) **Strain on Natural Resources** Population growth leads to excessive strain on the natural resources available like fuel, vegetation, water, minerals etc.

(*v*) **Food Shortage** High population causes higher pressure on agriculture to produce more, besides people not being able to get adequate supply of food.

**5** What is unemployment? Name two types of unemployment prevailing in India. What are the disadvantages of unemployment?

*Ans.* Unemployment exists when people who are willing to work at the going wages cannot find jobs.

*Two types of unemployment found in India are*

(*i*) **Seasonal Unemployment** It happens when people are not able to find jobs during some months of the year. People dependent upon agriculture usually face this kind of unemployment.

(*ii*) **Disguised Unemployment** In this kind of unemployment people who are visibly employed are not actually employed. This occurs when all the members of a family of a small farmer are working in the fields, but all may not be required. Similar is the case of family-owned shops, where all family members may be working at the shop, but all are not required. Actually they are working at less than full productivity.

*Disadvantages of unemployment are*

(*i*) It is a wastage of manpower resource.

(*ii*) It increases the economic overload.

(*iii*) It tends to increase the number of dependent population.

(*iv*) Increase in unemployment is an indicator of a depressed economy.

**6** Explain any five effects of unemployment in India.

*Ans.* *Five effects of unemployment in India are*

(*i*) **Loss of human resources** The problem of unemployment causes loss of human resources. Labourers spend their maximum time in search of employment.

(*ii*) **Increase in poverty** Unemployment deprives a man of all sources of income. As a result, he grows poor. Therefore, unemployment generates poverty.

(*iii*) **Social problems** Unemployment breeds many social problems including dishonesty, gambling, bribery, theft etc. As a result of unemployment, social security is jeopardised.

(*iv*) **Political instability** Unemployment gives birth to political instability in the country. Unemployed persons lose all faith in democratic values and peaceful means.

(*v*) **Exploitation of labour** In the state of unemployment, labourers are exploited to the maximum possible extent. Those labourers who get work have to work under adverse conditions and low wages.

**7** "Human resource is an indispensable factor of production." Elucidate.

*Ans.* Human resource is the term used for people who constitute the workforce for an organisation or country through their existing productive skill and abilities.

*Human resource is an indispensable factor of every economic activity due to the following reasons*

- Every productive activity needs land, labour, physical capital and human capital as its factors of production.

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- No production activity is possible without human factors. It is humans that turn other resources useful by their wisdom and endeavours.
- Human resource is not only the essential factor of production, but it also activates other factors of production.
- It is the human resource that operates every sector of economy whether it is primary sector like agriculture, secondary sector like automobile manufacturing or tertiary sector like financial services. No resource on the Earth can be useful or activated without human endeavour.

**8** 'Illiterate and unhealthy population are a liability for the economy'. Justify the statement with suitable examples.

Ans. *This statement is justified because*

(*i*) Illiterate and unhealthy people are unable to use land and capital efficiently, thus leading to less earnings.

(*ii*) Illiterate people are generally unsuccessful in life because they are dependent on literate people for many activities. Their employment potential is low, as they can only be used for menial jobs, thus earning much less than literate people.

(*iii*) An unhealthy person has less productivity than a normal person, thus earning less and becoming a liability for the economy. More has to be spent on his medical care, thus utilising more scarce resources.

(*iv*) Such people become a liability by making the country poorer and retard the development of the nation.

**9** How has Japan become a developed country despite being poor in natural resources? Explain.

Ans. *Due to following reasons, Japan became a developed country despite being poor in natural resources*

(*i*) It has invested in human resources.

(*ii*) It imports the required resources for their industries.

(*iii*) Efficiency of the people has made the country rich.

(*iv*) The latest technology has helped in the development.

(*v*) It has invested in the field of health and education.

**10** Read the extract and answer the questions given below :

In case of India we have unemployment in rural and urban areas. However, the nature of unemployment differs in rural and urban areas. In case of rural areas, there is seasonal and disguised unemployment. Urban areas have mostly educated unemployment. Unemployment leads to wastage of manpower resource. People who are an asset for the economy turn into a liability. There is a feeling of hopelessness and despair among the youth. People do not have enough money to support their family. Inability of educated people who are willing to work to find gainful employment implies a great social waste. It tends to increase economic overload. Increase in unemployment is an indicator of a depressed economy. It also wastes the resource, which could have been gainfully employed.

(i) How does unemployment problem differ in rural areas?

(ii) What are the major factors responsible for unemployment in India?

(iii) In what extent do you think that people can become liability? How can this condition be improved?

Ans. (*i*) In rural areas, there is seasonal and disguised unemployment, whereas urban areas have educated unemployment.

(*ii*) *The major factors responsible for unemployment in India are as follows*

(a) There is rapid growth of population.

(b) People are more dependent on agriculture.

(c) There is slow pace of infrastructure growth.

(d) Due to short age of capital, industrialisation process is very slow.

(*iii*) *People can become liability for an economy/ company when*

- There is not enough job opportunities for people.
- People do not have enough money to support their family.
- More people are dependent on a person who is working.

*This type of condition can be improved by*

- providing enough job opportunities to people.
- providing good wages to poeple to support their family.
- making people an asset for the economy by using their skills in a proper way.

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# Self Assessment

## **Objective** Type Questions

1. Which of the following investments in human resources should be done for better economic growth?
   (a) Modern technology
   (b) Healthcare and education
   (c) Food and drink
   (d) Education and transportation
2. Sarva Shiksha Abhiyan is meant to provide ..... education.
   (a) primary (b) secondary (c) elementary (d) nursery
3. Primary sector activities will include which of the following?
   (a) Distribution of milk to urban consumers
   (b) Producing cars in a factory
   (c) A lawyer fighting a case in a court
   (d) Sprinkling insecticides over crops
4. ..... refers to the number of deaths of infants per thousand of births in a year.
5. ..... and ..... are the two determinants of earnings.
6. Correct the following statements and rewrite.
   Market activities are the production for self-consumption.
7. Consider the following statement associated with unemployment
   (a) It has a detrimental impact on the overall growth of an economy.
   (b) It does not lead to wastage of manpower resources.
   (c) It tends to increase economic overload.
   (d) Both (a) and (c)

## **Very Short Answer** (VSA) Type Questions

8. In which category will you classify the activity of 'bribe-taking'?
9. Services rendered by housewives can be included in which of the categories of income?
10. What is the literacy rate of India as per the Census of 2011?
11. Which state of India has the highest literacy rate?

## **Short Answer** (SA) Type Questions

12. Explain the investments required in human beings to make them useful resources.
13. Human resource is superior to cash in hand. Give three reasons to justify this statement.
14. Explain any three ways of investment in human resource that can give high returns in future.
15. 'Health is the priority of the country'. Justify the statement giving three arguments.

## **Long Answer** (LA) Type Questions

16. People are the greatest resource that a country has. Explain.
17. What do you understand by human capital formation? Explain the initiatives of the Indian Government to enhance health and education facilities, two in each area.

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CHAPTER

# 03

# Poverty as a Challenge

## Meaning of Poverty

Poverty is a condition in which a person lacks the financial resources and essential things to enjoy minimum standards of life. It is the most difficult challenge faced by independent India.

As per the Poverty Report 2011-12, roughly 270 million (or 27 crore) people in India live in poverty. This means India has the largest single concentration of the poor in the world.

**Chapter Syllabus**

- Meaning of Poverty
- Poverty Estimation in India
- Causes of Poverty
- Anti-Poverty Measures
- The Challenges Ahead

## Two Typical Cases of Poverty

The following two cases show the many dimensions of poverty, including lack of proper food, shelter, healthcare, education as well as clean water and sanitation. They also show lack of a regular means of livelihood.

### (i) Urban Case

Ram Saran is a daily wage labourer in a flour mill near Ranchi in Jharkhand. He earns around ₹ 1,500 per month when employed. He supports his family of 6 persons, besides sending some money to his old parents. His wife Santa Devi works as a part time maid and earn ₹800. His elder son also works and earns ₹ 300. None of his 4 children (aged between 12 years to 6 months) can attend school.

The family lives in a one-room rented house on the outer areas of the city. The younger childrens are undernourished. They have very few clothes and footwear and no access to healthcare.

### (ii) Rural Case

Lakha Singh belongs to a small village near Meerut in Uttar Pradesh. His family does not own any land, so they do odd jobs for big farmers, and earns ₹ 50 per day. Sometimes, they gets some foodgrain or other item instead of cash. Lakha Singh is

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not literate and his family of 8 people lives in a *kuchha* hut near the edge of the village. They have no access to healthcare, cannot afford new clothes or even soap or oil.

These two typical cases illustrate many dimensions of poverty. They show that poverty means hunger and lack of shelter. It is also a situation in which parents are not able to send their children to school or where sick people cannot afford treatment.

Poverty also means lack of clean water and sanitation facilities. It also means lack of a regular job at a minimum decent level.

Poor people are in a situation in which they are ill-treated at almost every place in farms, factories, government offices, hospitals, railway stations etc.

These two cases clearly prove Mahatma Gandhi's statement that India would be truly independent only when the poorest of the country become free of human suffering.

# Poverty as seen by Social Scientists

Social scientists analyse poverty from many indicators besides levels of income and consumption. *These indicators are*

- Illiteracy level
- Lack of general resistance due to malnutrition
- Lack of access to healthcare
- Lack of job opportunities
- Lack of access to sanitation and safe drinking water, etc.

## Indicators for Poverty

The most commonly used indicators for poverty analysis are social exclusion and vulnerability.

## Social Exclusion

- According to this concept, poverty is seen in terms of the poor, who are living in a poor surrounding with poor people. They are excluded from enjoying social equality.
- In India, caste system is based on social exclusion. People belonging to certain caste were prevented from enjoying equal facilities, benefits and opportunities. This caused more poverty than the lower income.

### Vulnerability

- It is a measure, which describes the greater probability of certain communities or individuals of becoming or remaining poor in the coming time. *For example,* members of a backward caste or individual like widow or physically handicapped person.
- It is determined by various options available to different communities in terms of assets, education, job, health, etc.
- It is also analysed by the ability of these communities to face various risks like natural disasters (earthquakes, Tsunami), terrorism, etc. The group which face greater risk at the time of natural calamity are called **vulnerable groups.**

### Poverty Line

- Poverty line is an imaginary line which is used to estimate poverty in a country. It varies from one country to another country.
- Income or consumption level is used to determine poverty in a nation. It means people will be considered poor if their income or consumption level is below to 'a minimum level' which is needed to fulfill their basic needs.

## Poverty Line Estimation in India

- In India, a minimum level of food requirement (as determined by its calorific value), clothing, footwear, fuel, lighting, educational and medical requirements, etc are determined for estimating the poverty line.
- The food requirement while estimating the poverty line is based on the desired **calorie requirement**[1]. Food items, such as cereals pulses, vegetables, milk, oil, sugar etc together form calorie needs. The calorie needs are different for every person depending on age, sex and the type of work.
- In India the calorie requirement is **2400 calories** per person per day in **rural areas** and **2100 calories** per person per day in **urban areas.**
- The money value required for buying these calorie requirements in terms of food grains and other items is revised periodically based on rise in prices of these goods.
- In the year 2011-12, the poverty line for a person was fixed at ₹ 816 per month for rural areas and ₹ 1000 for urban areas.

In this way, in 2011-12, a family of five members earning **less than ₹4,080 per month in rural areas** and **₹ 5000 per month in urban areas** will be considered as lying below poverty line.

1 **Calorie Requirement** The quantity of food that is capable of producing the required amount of energy needed by a normal person. In urban areas, this is 2100 calories and in rural areas, it is 2400 calories.

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## Organisation Involved in Estimating Poverty Line

- Surveys for determining poverty line in India are carried out by the **National Sample Survey Organisation** (NSSO). It was established in 1950.
- For determining the poverty line in various countries and for their comparison, international organisations like the **World Bank** use a uniform standard method. As per this method, the poverty line is level of minimum availability of the equivalent of $1.90 per person per day.

**Check Point 01**

1 ..... is a condition in which a person lacks the financial resources.
2 Poverty means lack of ..... and sanitation facilities.
3 In poverty situation sick people cannot afford ..... .
4 Name any one indicator of poverty.
5 What is the calorie requirement per person per day in urban areas?

# Poverty Estimation in India

There is decline in poverty ratios in India from about 45% in 1993-94 to 37.2% in 2004-05.

The proportion of people below poverty line further came down to about 22% in 2011-12. If the trend continues, people below poverty line may come down to less than 20% in the next few years.

The percentage of people living under poverty, declined in the earlier two decades (1973-1993).

The number of poor declined from 407 million in 2004-05 to 270 million in 2011-12.

An average annual decline of 2.2 percentage recorded during 2004-05 to 2011-12.

# Vulnerable Group

- Poverty among social groups and economic categories varies widely in India. Social groups which are more vulnerable to proverty are **Scheduled Castes** (SCs) and **Scheduled Tribes** (STs). Economic groups which are more vulnerable to proverty are **rural agricultural labour households** and the **urban casual labour households.**
- However, during the last few years, all these groups except the Scheduled Tribes group, have witnessed a decline in poverty.
- There is a great difference among the members within the poor families. It is observed that female infants, women and elderly members in the poor families are not given equal access to resources available to the family. So, they are also called *poorest of the poor.*
- The average for people below poverty line for all groups in India is 22 out of 100. However, 43 out of 100 people belonging to Scheduled Tribes are not able to meet their basic needs.
- Similarly, 34% of casual workers in urban areas are below poverty line. About 34% of casual labour farm (in rural areas) and 29% of Scheduled Castes are also poor.

# Inter-State Disparities

The proportion of poor people is not the same in every state. In 2011-12 estimates, all India HCR (**Head Count Ratio**[2]) was 21.9%. The states like Madhya Pradesh, Assam, Uttar Pradesh, Bihar and Odisha had above all India poverty level.

Bihar and Odisha continue to be the two poorest states with poverty ratios of 33.7% and 32.6%, respectively. Rural- urban poverty is also high in Odisha, Madhya Pradesh, Bihar and Uttar Pradesh.

In states like Kerala, Andhra Pradesh, Tamil Nadu, Gujarat and West Bengal, there is significant decline in poverty. The states which are successful in reducing poverty have adopted different methods. *Some examples are*

- Punjab and Haryana have traditionally succeeded in reducing poverty with the help of high agricultural growth sates.
- Kerala has focused more on human resource development.
- In West Bengal, land reform measures have helped in reducing poverty.
- In Andhra Pradesh and Tamil Nadu 'Public **Distribution System**[3] of food grains could have been responsible for reducing poverty.

# Global Poverty Scenario

The proportion of people living under poverty in different countries is defined by the international poverty line. Extreme economic poverty has reduced in the world from 36% in 1990 to 10% in 2015 (as per the **World Bank**[4]) but still there are vast regional differences.

2 **Head Count Ratio** It is the proportion of a population that lives below the poverty line.
3 **Public Distribution System** It means distribution of essential commodities like wheat, rice, sugar and kerosene to larger section of the society, mostly vulnerable people, through a network of Fair Price Shops on a recurring basis.
4 **World Bank** It is an international organisation dedicated to providing financing, advice and research to developing nations to aid their economic advancement.

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*These are stated below*

- In South-East Asia and China, there is decline in poverty due to rapid **economic growth**[5] and massive investment in human resource development.
- In China, the number of poors has come down from 88.3% in 1981 to 14.7% in 2008 to 0.6% in 2019.
- In the South Asian countries like (India, Pakistan, Sri Lanka, Nepal, Bangladesh and Bhutan). The decline has also been rapid from 34% in 2005 to 15.2% in 2014. With decline in the percentage of the poor, the number of poor has also declined significantly from 510.4 million in 2005 to 274.5 million in 2013.
- In Sub-Saharan Africa, poverty has declined from 51% in 2005 to 40.2% in 2018.
- In Latin America the ratio of poverty has also declined from 10% in 2005 to 4% in 2018.
- It is seen that poverty has also resurfaced (appear again) in some of the former socialist countries like Russia, where officially it was non-existent earlier.
- The new **Sustainable Development goals**[6] of the United Nations, proposes, ending all types of poverty by 2030.

**Check Point 02**

1 In 2011-2012 the proportion of people below poverty line was about ..... .
2 Name any one social group which is vulnerable to poverty.
3 Rural agricultural labour household comes under which vulnerable group?
4 HCR stands for ..... .
5 Name two states which have recorded significant decline in poverty.

# Causes of Poverty

Poverty continues in India for many reasons. *These are*

- During the British Colonial period there was a low level of economic development. They discouraged traditional handicrafts and also industrial development, reducing job opportunities and income growth.
- The low level of economic development persisted for many years after independence and due to population increase, Per Capita Income growth was low, increasing poverty.
- The Green Revolution improved opportunities in agriculture but only in certain areas of the country.
- The growth in population increased the number of job seekers which further led to poverty.
- Socio-cultural (i.e. traditions) and economic factors lead to extra expenditure, which ultimately increases poverty.
- There is unequal distribution of land and other resources, that is why there are large income inequalities also.
- Land reforms have not been properly implemented and lack of adequate land resources is also a reason for many people to be poor.
- Small farmers borrow money for seeds, fertilisers and pesticides, etc and later on fail to pay which results in debt trap. This high level of indebtedness is both the cause and effect of poverty.

# Anti-Poverty Measures

Removal of poverty has been one of the major objectives of Indian developmental strategy. *The current anti-poverty strategy of the government is based on following two objectives*

## (i) Promotion of Economic Growth

The government has promoted economic growth during the last few years. Economic growth was low till the 1980s, but has increased significantly since then, causing significant poverty reduction.

There is strong linkage between economic growth and poverty reduction. Economic growth widens (increase in scope/area) opportunities and provides the resources needed to invest in human development.

High economic growth encourages people to send their children (including the girl child) to school with hope of better economic returns from investing in education. The poor may not take direct advantage of economic growth. Due to lack of growth in agricultural sector, large number of people remain poor in rural areas.

## (ii) Targeted Anti-Poverty Programmes

The government introduced targeted anti-poverty programmes starting from 1990. The results of these programmes have been mixed due to lack of proper implementation and improper targeting. Also, some schemes overlap others.

Thus, the benefits of these schemes are not fully reaching the deserving poor. So, now the government is emphasising more on proper monitoring of all these programmes.

5 **Economic Growth** It is a term which defines an increase in real output of a country.
6 **Millennium Development Goals** These are eight international development goals that were officially established following the Millennium Summit of the United Nations in 2000, following the adoption of the United Nations Millennium Declaration.

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## Some Important Programmes

**Prime Minister Rozgar Yozana (PMRY)** It was launched in 1993. The aim of the programme is to create self-employment opportunities for educated unemployed youth in rural areas and small towns. They are helped in setting up small business and industries.

**Rural Employment Generation Programme (REGP)** It was launched in 1995. The aim of the programme is to create self-employment opportunities in rural areas and small towns. A target for creating 25 lakh new jobs has been set for the programme under the Tenth Five Year plan.

**Swarnajayanti Gram Swarozgar Yojana (SGSY)** It was launched in 1999. The programme aims at bringing the assisted poor families above the poverty line by organising them into Self Help Groups.

**Pradhan Mantri Gramodaya Yozana (PMGY)** It was launched in 2000. Under this scheme, additional central assistance is given to states for basic services such as primary health, primary education, rural shelter, rural drinking water and rural electrification.

**Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)** It was launched in 2005. It aims to provide 100 days of wage employment to every household to ensure livelihood security in rural areas.

It also aimed at sustainable development to address the cause of draught, deforestation and soil erosion. One-third of the proposed jobs under MGNREGA have been reserved for women. In this scheme, the share of SC, ST and Women are 23%, 17% and 53%, respectively.

## The Challenges Ahead

Poverty reduction is still a major challenge in India, due to the wide differences between rural and urban areas and among different states.

Further, poverty should include not only the matter of adequate amount of food, but other factors like education, healthcare, shelter, job security, gender equality, dignity and so on. They give us the concept of human poverty. Poverty reduction is expected to be lower in next 10-15 years.

*In addition to anti-poverty measures government should focus on the following to reduce poverty.*

- Higher economic growth.
- Universal free elementary education.
- Decrease in population growth.
- Empowerment of women and weaker sections.

### Check Point 03

1. ..... revolution improved opportunities in agriculture but only in certain areas of the country.
2. Removal of ..... has been one of the major objectives of Indian development strategy.
3. In which fiver year plan a target of creating 25 lakhs new jobs was set under REGP?
4. PMRY stands for ..... .
5. In year ..... MGNREGA was launched.

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# SUMMARY

- Poverty is a condition in which a person lacks the financial resources and essential things to enjoy minimum standards of life.
- India has the largest single concentration of the poor in the world.
- Social scientists analysed poverty from many indicators besides level of income and consumption.
- These aspects include poor level of literacy, lack of job opportunities, etc.
- **Social exclusion** and **vulnerability** are the most commonly used indicators for poverty analysis.
- **Poverty line** is an imaginary line which is used to estimate poverty in a country. It varies from one country to another country.
- **Income** or **consumption level** issued to determine poverty in a nation.
- In India, a minimum level of food requirement (as determined by its calorific value), clothing, footwear, fuel, lighting, educational and medical requirements, etc are determined for estimating the poverty line.
- In India the calorie requirement is 2400 calories per person per day in rural areas and 2100 calories per person per day in urban areas.
- Surveys for determining poverty lines are carried out by the **National Sample Survey Organisation** (NSSO).
- Poverty among social groups and economic categories varies widely in India.
- It is observed that female infants, women and elderly members in the poor families are not given equal access to resources available to the family. So they are called poorest of the poor.
- Bihar and Odisha continue to be the two poorest states with poverty ratios of 33.7% and 32.6% respectively.
- In states like Kerala, Andhra Pradesh, Tamil Nadu, Gujarat and West Bengal there is significant decline in poverty.
- The proportion of people living under poverty in different countries is defined by the **international poverty line**.
- In South-East Asia and China there is decline in poverty due to rapid economic growth and massive investment in human resource development.
- The new sustainable development goals of the United Nations (UN) proposes ending poverty of all types by 2030.
- There are many causes for the prevalence of poverty in India like unemployment, low economic development and income inequalities.
- Removal of poverty has been one of the major objectives of Indian developmental strategy.
- There is strong linkage between **economic growth** and **poverty reduction**.
- The Government of India introduced targeted **anti-poverty programmes** starting from 1990.
- Poverty reduction is still a major challenge in India, due to the wide differences between states rural and urban areas and among different states.

# NCERT FOLDER

## Intext Questions

### *On Page 30*

1. *Study the given cases of poverty and discuss the following issues related to poverty.*

**Urban Case**

Thirty-three years old Ram Saran works as a daily-wage labourer in a wheat flour mill near Ranchi in Jharkhand. He manages to earn around ₹ 1,500 a month when he finds employment, which is not often. The money is not enough to sustain his family of six– that includes his wife and 4 children aged between 12 years to 6 months.

He has to send money home to his old parents who live in a village near Ramgarh. His father a landless labourer, depends on Ram Saran and his brother who lives in Hazaribagh, for sustenance.

Ram Saran lives in a one-room rented house in a crowded basti in the outskirts of the city.

It's a temporary shack built of bricks and clay tiles. His wife Santa Devi, works as a part time maid in a few houses and manages to earn another ₹ 800. They manage a meagre meal of dal and rice twice a day, but there's never enough for all of them.

His elder son works as a helper in a tea shop to supplement the family income and earns another ₹ 300, while his 10-year-old daughter takes care of the younger siblings.

None of the children go to school. They have only two pairs of hand-me-down clothes each. New ones are bought only when the old clothes become unwearable. Shoes are a luxury. The younger kids are undernourished. They have no access to healthcare when they fall ill.

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**Rural Case**

Lakha Singh belongs to a small village near Meerut in Uttar Pradesh. His family doesn't own any land, so they do odd jobs for the big farmers. Work is erratic and so is income.

At times, they get paid ₹ 50 for a hard day's work. But often it's in kind like a few kilograms of wheat or dal or even vegetables for toiling in the farm through the day.

The family of eight cannot always manage two square meals a day. Lakha lives in a kuchha hut on the outskirts of the village. The women of the family spend the day chopping fodder and collecting firewood in the fields.

His father a TB patient, passed away 2 years ago due to lack of medication. His mother now suffers from the same disease and life is slowly ebbing away. Although, the village has a primary school.

Lakha never went there. He had to start earning when he was 10 years old. New clothes happen once in a few years. Even soap and oil are a luxury for the family.

*Issues related to poverty*

(a) Landlessness (b) Unemployment
(c) Size of families (d) Illiteracy
(e) Poor health/malnutrition
(f) Child labour
(g) Helplessness

**Ans.** (a) **Landlessness** Landless labourers in the villages are generally poor. They earn very low wages. They are also subject to seasonal unemployment, when they have to do odd jobs at very low income.

(b) **Unemployment** In agriculture sector a person couldn't get permanent employment for the entire year. During lean season (lacking season), he becomes unemployed. Thus, couldn't earn any income, which may lead to poverty.

(c) **Size of families** When the number of persons in a family increases, the incomes of the family becomes insufficient to provide them with the essentials for proper living. This ultimately leads to poverty.

(d) **Illiteracy** Due to poverty, the parents are not able to send their children to school. When these children become adults and enter the job market, they are unable to find well-paying jobs, resulting again in poverty. Thus, illiteracy and poverty depend on each other.

(e) **Poor health/malnutrition** Poverty causes malnutrition and poor health, as the poor people cannot afford adequate amounts of nutritious food or proper medical services.

(f) **Child labour** Poverty forces the parents to make their children work, although there is a law against child labour. This makes the children drop out from school, resulting in their not getting well-paying jobs when they grow up.

(g) **Helplessness** Due to poverty, the poor people become helpless and are willing to do any work for a low income. This leads them further into poverty.

## Let's Discuss *On Page 32*

**2** Why do different countries use different poverty lines?

**Ans.** *The different countries use different poverty lines because*

(i) The calorie requirement of different human races is different depending on their physical condition and dietary habits. Those races which have greater height and built require higher calories.

(ii) The per capita income in different countries is also different i.e. per capita income is higher in developed countries as compared to developing countries.

(iii) The standard of living of Western countries is higher than that of developing countries.

(iv) The cost of essential items used in calculating poverty line is higher in the developed countries.

## Let's Discuss *On Page 33*

**3** Study the table given below and answer the following questions

**Estimates of Poverty in India**

| | Poverty ratio (%) | | | Number of poor (in millions) | | |
|---|---|---|---|---|---|---|
| Year | Rural | Urban | Total | Rural | Urban | Total |
| 1993-94 | 50.7 | 32 | 45 | 329 | 75 | 404 |
| 2004-05 | 42 | 26 | 37.2 | 326 | 81.8 | 407 |
| 2009-10 | 34 | 21 | 30 | 278 | 76 | 355 |
| 2011-12 | 26 | 14 | 22 | 217 | 53 | 270 |

**Source** India in figures, 2018, Government of India Central Statistics Office.

(a) Even if poverty ratio declined between 1993-94 and 2004-05, why did the number of poor remain at about 407 million?

(b) Are the dynamics of poverty reduction the same in rural and urban India?

**Ans.** (a) The poverty ratio declined between 1993-94 and 2004-05, but the number of poor remained at about 407 million because the total population of the country is increased during the same period.

Out of this increased population, more people got employment due to the Green Revolution, establishment of more industries and growth of the tertiary sector. As a result, the poverty ratio declined.

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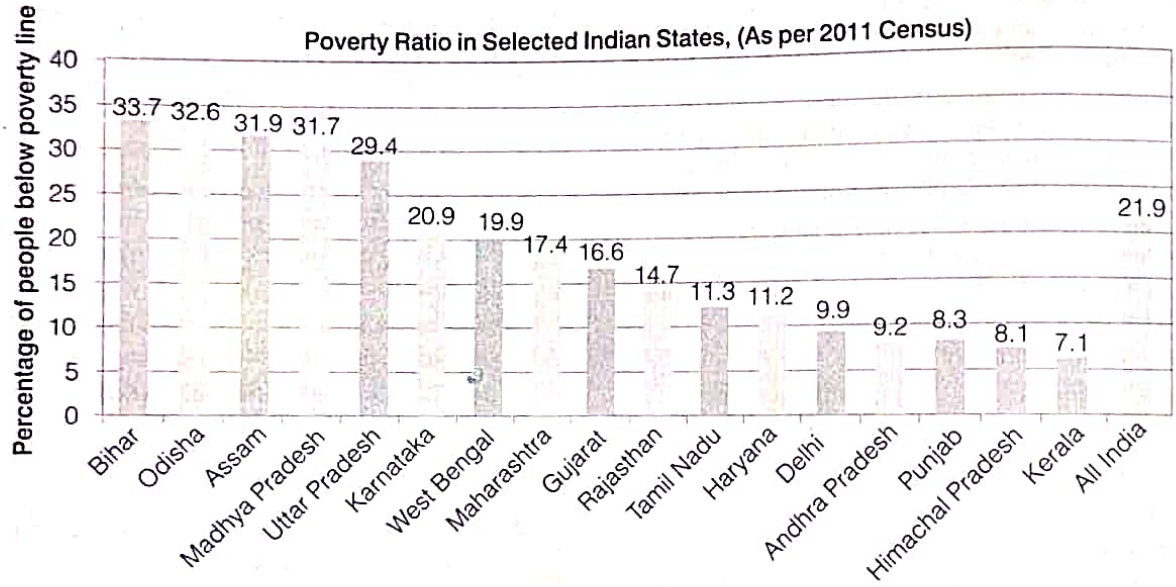
(*b*) The dynamics of poverty reduction are not the same in rural and urban areas because the conditions in both the areas are completely different.

- In urban areas, poverty has decreased due to expansion of the service sector, increased industrialisation and consequent increase of jobs. This has resulted in migration to cities and towns from rural areas.
- In rural areas, poverty has reduced due to improved agricultural practices resulting in higher incomes. Some contribution to this improvement is due to the migration to urban areas.

## Let's Discuss *On Page 36*

**4** Study the following graph




Now answer the following on its basis.

(*a*) Identify the three states where poverty ratio is the highest.

(*b*) Identify the three states where poverty ratio is the lowest.

*Ans.* (*a*) The three states with highest poverty ratio are Bihar (33.7%), Odisha (32.6%) and Assam (31.9%).

(*b*) The three states with lowest poverty ratio are Kerala (7.1%), Himachal Pradesh (8.1%) and Punjab (8.3%).

## Exercises

**1** Describe how the poverty line is estimated in India.

*Ans.* Poverty line is estimated by the National Sample Survey Organisation (NSSO) by conducting sample surveys. A person is considered below the poverty line if his/her income or consumption level falls below a 'minimum level' necessary to fulfil basic needs. While determining the poverty line, a minimum level of food requirement, clothing, footwear, fuel, light, educational and medical requirements, etc are determined for subsistence.

Estimating the poverty line is also based on the desired calories requirement. It is 2400 calories per person per day in the rural areas and 2100 calories in the urban areas.

In terms of income, the poverty line is fixed at ₹ 816/month for rural areas and 1000 for urban areas for the year 2010-11. If any family has less than this fixed income, it is considered as below the poverty line.

**2** Do you think that present methodology of poverty estimation is appropriate?

*Ans.* No, the present methodology of poverty estimation is not appropriate because it takes into account only the basic needs of food, clothing, fuel, etc. The quality of these basic necessities is the lowest quality available.

The amount which is fixed as the poverty line does not include the margin for the constant price fluctuations and price rise which is constantly occurring.

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**3** Describe the poverty trends in India since 1973.

**Ans.** *The trends in poverty since 1973 are*

(*i*) There is substantial decline in poverty ratio from 55% in 1973 to 45.3% in 1993 and 22% in 2011-12.

(*ii*) Rural poverty has declined sharply from 56% in 1973 to 25.7% in 2011-12 and the numbers from 261 million to 216.5 million.

(*iii*) The latest estimates indicate a significant reduction in the total urban and rural number of poor to be about 270.3 million, down from 321 million in 1973.

**4** Discuss the major reasons for poverty in India.

**Ans.** *The major reasons of poverty in India are*

(*i*) **Low level of economic development under the British colonial administration** The policies of the colonial government ruined traditional handicrafts and discouraged development of industries like textiles.

(*ii*) **Low rate of India's economic growth after independence** This resulted in less job opportunities and low growth rates of incomes, accompanied by a high growth rate of population hence increasing poverty.

(*iii*) **Lack of land resources** Land reforms aimed at redistribution of assets in rural areas have not been implemented effectively.

(*iv*) **Backwardness in agriculture** People mostly use old, traditional and subsistence methods of farming. This requires much labour and time. Effects of irrigation and the Green Revolution were limited to only some parts of India.

**5** Identify the social and economic groups which are most vulnerable to poverty in India.

**Ans.** **The social groups** which are most vulnerable to poverty are the Scheduled Castes and Scheduled Tribes households. The Scheduled Castes are not allowed to avail the facilities given to others due to the prevailing caste system, leading to poverty.

**The economic groups** vulnerable to poverty are the rural agricultural labour and the urban casual labour households. The rural agricultural labour have no land of their own and are thus, not able to earn enough to meet their daily needs, leading to poverty.

**6** Give an account of inter-state disparities of poverty in India.

**Ans.** There is huge disparities among states regarding incedence of poverty. *The following facts disclose about the inter-state disparity of poverty in India*

(*i*) The success rate of poverty reduction varies from state to state. Poverty is still a serious problem in some of the states such as Odisha, Bihar, Uttar Pradesh, etc.

(*ii*) In 20 states and Union Territories, the poverty ratio is less than the national average. There is a significant decline of poverty in Kerala.

(*iii*) Bihar and Odisha continue to be the two poorest states with poverty ratio of 33.7% and 32.6%, respectively. Illiteracy, social backwardness, etc are the causes.

(*iv*) States like Punjab, Haryana and Himachal Pradesh have very low percentage of population living below the poverty line.

**7** Describe global poverty trends.

**Ans.** As per data, there has been substantial reduction in global poverty. It has fallen from 36% in 1990 to 10% in 2015.

Poverty declined in China and South-East Asian countries as a result of rapid economic growth and huge investments in the development of human resources.

In Latin America and the Caribbean, the ratio of poverty remained almost the same.

In Sub-Saharan Africa, poverty saw an upward trend due to successive droughts. It rose from 51% in 2005 to 40.2% in 2018.

Poverty has again resurfaced in some of the former socialist countries like Russia, where formerly it was non-existent.

**8** Describe current government strategy of poverty alleviation.

**Ans.** The current anti-poverty strategy of the government has a two approaches i.e. promotion of economic growth and targeted anti-poverty programmes.

Economic growth widens opportunities and provide resources needed to invest in human development.

To enable the poor to take advantage of this economic growth, the government has formulated several anti-poverty schemes to affect poverty directly or indirectly. *Such schemes are*

Prime Minister Rozgar Yojana (PMRY), Rural Employment Generation Programme (REGP), Swarnajayanti Gram Swarozgar Yojana (SGSY), Pradhan Mantri Gramodaya Yojana (PMGY), Antyodaya Anna Yojana (AAY), National Food for Work Programme (NFWP) and National Rural Employment Guarantee Act (NREGA) are some of the anti-poverty schemes of the government.

There is also a proposal for establishing National and State Employment Guarantee Funds. However, despite the good intentions of these schemes, the benefits have not fully reached the deserving poor.

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Hence, the major emphasis in recent years has been on proper implementation and monitoring of all the poverty alleviation programmes.

**9** Answer the following questions briefly.

(*i*) What do you understand by human poverty?

(*ii*) Who are the poorest of the poor?

(*iii*) What are the main features of the National Rural Employment Guarantee Act (NREGA) 2005?

*Ans.* (*i*) Human poverty refers to the denial of political, social and economic opportunities to an individual to maintain a 'reasonable' standard of living. Illiteracy, lack of job opportunities, lack of access to proper healthcare and sanitation, caste and gender discrimination, etc are all components of human poverty.

(*ii*) Women, children (especially the girl child) and elderly people in a poor family are regarded as the poorest of the poor. In poor family they are systematically denied equal access to resources available to the family. Thus, they are considered as the poorest of the poor.

(*iii*) The NREGA was introduced in September 2005.
*Three features of NREGA are*

(*a*) It guarantees 100 days of wage employment in a financial year to a rural household whose adult members volunteer to do unskilled manual work. One-third of the proposed jobs would be reserved for women.

(*b*) The scheme will initially be started in 200 districts. Later on, the scheme will be extended to 600 districts.

(*c*) If an applicant is not provided employment within a 15 days, she will be entitled to a daily unemployment allowance.

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# Exam Practice

## Objective Type Questions

### Multiple Choice Questions

**1** What cause social exclusion in society?
(a) Income (b) Education
(c) Family (d) Caste system

*Ans.* (d) Caste system

**2** In rural areas, average calories required per person per day is
(a) 2400 calories (b) 1400 calories
(c) 3000 calories (d) 3500 calories

*Ans.* (a) 2400 calories

**3** Choose the correct statement.
(a) Every fifth person in India lives in poverty.
(b) Every third person in India lives in poverty.
(c) Every second person in India lives in poverty.
(d) Every fourth person in India lives in poverty.

*Ans.* (d) Every fourth person in India lives in poverty.

**4** Poverty in Kerala declined significantly because of
(a) large industries
(b) availability of natural resources
(c) development of human resources
(d) All of the above

*Ans.* (c) development of human resources

**5** According to World Bank Report, 2001, which country has the largest poor population?
(a) India (b) Nigeria (c) Ghana (d) Bangladesh

*Ans.* (d) Bangladesh

**6** Percentage of poverty in Sub-Saharan Africa in 2015 was
(a) 50 (b) 47
(c) 41 (d) 32

*Ans.* (c) 41

**7** What is the international poverty line?
(a) $ 4 a day (b) $ 2 a day
(c) $ 1 a day (d) $ 8 a day

*Ans.* (c) $ 1 a day

**8** Arrange the following in correct sequence.
i. Prime Minister Rozgar Yojana
ii. Rural Employment Generation Programme
iii. Pradhan Mantri Gramodaya Yojana
iv. Antyodaya Anna Yojana

Codes
(a) i, iv, ii and iii (b) iii, ii, i and iv
(c) i, ii, iii and iv (d) iv, iii, ii and i

*Ans.* (c) i, ii, iii and iv

**9** Find the incorrect option.
(a) Poverty line is an imaginary line used by any country to determine its poverty.
(b) Nation Sample Survey Organisation was established in 1970.
(c) Poverty among social groups and economic categories varies widely in India.
(d) In 2011-12 estimates, all India HCR (Head Count Ratio) was 21.9%.

*Ans.* (b) Nation Sample Survey Organisation was established in 1970.

### Match the Following

**10**

| List I (Launched Year) | List II (Programme) |
|---|---|
| A. 1950 | 1. NSSO |
| B. 1993 | 2. PM Rozgar Yojana |
| C. 1995 | 3. Rural Employment Generation Programme |
| D. 1999 | 4. Swarnajayanti Gram Swarozgar Yojana |

Codes

| | A | B | C | D | | A | B | C | D |
|---|---|---|---|---|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 | (b) | 4 | 3 | 2 | 1 |
| (c) | 1 | 3 | 4 | 2 | (d) | 3 | 4 | 1 | 2 |

*Ans.* (a)

### Fill in the Blanks

**11** State with lowest poverty rate is ..... .

*Ans.* Kerala

**12** In ....., the Prime Minister Rozgar Yojana (PMRY) was launched?

*Ans.* 1993

### Corrrect the Rewrite

**13** Poverty reduction is still a major challenge in Pakistan due to difference between regions as well as rural and urban areas.

*Ans.* Poverty reduction is still a major challenge in India due to difference between region as well as rural and urban areas.

**14** The Government of India introduced targeted anti-poverty programmes starting from 1980.

*Ans.* The Government of India introduced targeted anti-poverty programmes starting from 1990.

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## Assertion/Reason

**15** **Assertion** (A) Poverty line is an imaginary line used by any country to determine its poverty.
**Reason** (R) It varies time to time, place to place and country to country.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (b) Both A and R are true, but R is not the correct explanation of A

**16** **Assertion** (A) The proportion of poor people is not the same in every state.
**Reason** (R) In 2011-12 estimates all India HCR (Head Count Ratio) was 21.9%.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (b) Both A and R are true, but R is not the correct explanation of A

## Case Based Questions

**17** Particularly in surplus states, to divert land from production of coarse grains, which is the staple food of the poor, to the production of rice and wheat. The intensive utilisation of water in the cultivation of rice has also led to environmental degradation and fall in the water level, threatening the sustainability of the agricultural development in these states.

Some economists have opposed the idea of providing MSP to farmers, which among the following is oppropriate reason?
(a) division of land from coarse grains to rice and wheat
(b) MSP promotes multiple cropping
(c) It promotes management of crops
(d) Makes agriculture more sustainable

*Ans.* (a) division of land from coarse grains to rice and wheat

**18** Sivaraman lives in a small village near Karur town in Tamil Nadu. Karur is famous for its handloom and powerloom fabrics. There are a 100 families in the village. Sivaraman an *Aryunthathiyar* (cobbler) by caste now works as an agricultural labourer for Rs 160 per day. But that's only for five to six months in a year. At other times, he does odd jobs in the town.

Why did Sivaraman need to do odd jobs in the town apart from agriculture?
(a) Agriculture only provides seasonal work
(b) Physical weakness
(c) Lack of skills to work in agriculture
(d) Aryunthathiyar caste is not allowed to work in agriculture for entire year.

*Ans.* (a) Agriculture only provides seasonal work

## Very Short Answer Questions

**19** Write two main dimensions of poverty.

*Ans.* Hunger and lack of shelter are two main dimensions of poverty.

**20** What do we mean by the term 'vulnerability to poverty'?

*Ans.* 'Vulnerability to poverty' means the chances of some communities or persons to become poor or remain poor in the future.

**21** Define poverty line.

*Ans.* Poverty line is an imaginary line which is used to estimate poverty in a country. It varies from one country to another country.

**22** When is a person considered poor?

*Ans.* A person is considered poor if the income or consumption level of a person falls below a given 'minimum level' necessary to fulfil the basic needs.

**23** On what factors do calorie needs vary for a person?

*Ans.* The calorie needs vary depending on sex, age and type of work that a person does.

**24** What is the average number of calories required per person per day in rural areas of India?

*Ans.* The average number of calories required per person per day in rural areas of India is 2400.

**25** Which agency conducts the periodical sample surveys for estimating the poverty line in India?

or How is poverty line estimated periodically?

*Ans.* Poverty line is estimated periodically by the National Sample Survey Organisation (NSSO) by conducting sample surveys.

**26** Give the definition of poverty line as defined by the World Bank?

*Ans.* World Bank defines poverty line in terms of minimum availability of the equivalent of $1.90 per person per day.

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**27** Name four categories of people who are vulnerable to poverty.

*Ans.* Scheduled Castes, Scheduled Tribes, rural agricultural labour households and urban casual labour households are vulnerable to poverty.

**28** By what method has the state of West Bengal reduced rural poverty?

*Ans.* Proper implementation of land reforms have helped to reduce rural poverty in West Bengal.

**29** Name any two causes of poverty.

*Ans.* *Two causes of poverty are*

(*i*) Low level of economic development during British rule.

(*ii*) Failure in agriculture.

**30** What are anti-poverty measures?

*Ans.* *Anti-poverty measures include*

(*i*) Promotion of economic growth.

(*ii*) Targeted anti-poverty programmes.

**31** Who implements the National Food for Work Programme?

*Ans.* The Central Government implements the National Food for Work Programme.

**32** 'Poverty line may vary with time and place'. Support the statement with an example.

or Why does the poverty line vary with time and place?

*Ans.* Poverty line may vary with time and place as the basic needs of people are different at different countries and different time.

## Short Answer (SA) Type Questions

**1** Describe the status of poverty during the early independence period?

*Ans.* *The status of poverty during the early independence period was*

- During early independence period, the poverty rate was very high in India.
- The economic growth during this period was also very low.
- There was about 45% poverty in the early 1950s which remained the same till the early eighties.

**2** Explain three impacts of poverty in India?

*Ans.* *The various impact of poverty in India are as follows*

(*i*) **Impact on health** One of the most devastating impacts that poverty has on the overall health of the nation. The problem of malnutrition is widespread in all age groups, especially in children. Children from poor backgrounds are twice as susceptible to suffer from anemia, nutrient deficiencies, impaired vision and even cardiac problems.

(*ii*) **Child Labour** It is the result of poverty. Large families fail to meet the monetary needs of the members. Thus, children as young as 6-7 years are made to start earning in order to contribute to the family income.

(*iii*) **Homelessness** Due to poverty the condition of homelessness arises. Homelessness affects child healths, women safety and overall increase in criminal activities.

**3** How far is it correct to say that social exclusion can be both a cause as well as a consequence of poverty? Explain.

*Ans.* Social exclusion can be both a cause as well as a consequence of poverty in the usual sense.

**Social Exclusion as a cause**

We can say that social exclusion is a cause. It is because social exclusion is a process through which individuals or groups are excluded from facilities, benefits and opportunities that the people enjoy.

A typical example is the working of the caste system in India in which people belonging to certain castes are excluded from equal opportunities.

**Social Exclusion as a consequence**

Due to social exclusion, people in some sections of our society become poor. They do not have the opportunities like other people. As a consequence of this they are facing poverty.

**4** (*a*) What are the different methods to estimate poverty?

(*b*) Who conducts the sample surveys to estimate poverty lines?

*Ans.* (*a*) *The methods used to estimate poverty line are*

(*i*) **Consumption method** In this method, the average calorie requirement of a person is multiplied to the current prices. In India the accepted average calorie requirement is 2400 calories per person per day in rural areas and

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2100 calories per person per day in urban areas. Calorie requirement in rural areas are considered to be higher than in urban areas because people living in rural areas engage themselves in more physical work.

(*ii*) **Income method** In this method, the poverty line is estimated with the help of minimum income required. In the year 2011-12, the poverty line for a person was fixed at ₹ 816 per month for the rural areas and ₹ 1,000 per month for the urban areas. The higher amount for urban areas is because of high prices of essential products in urban areas.

(*b*) National Sample Survey Organisation (NSSO) conducts sample surveys to estimate poverty lines.

**5** **Explain the principle measures taken in Punjab, Kerala and West Bengal to reduce poverty.**

*Ans.* *Following are the factors that helped Punjab, Kerala and West Bengal in reducing poverty*

(*i*) **Punjab** It has succeeded in reducing poverty by agricultural growth.

(*ii*) **Kerala** It has succeeded in reducing poverty by investing on human resource development. Kerala is the highest literate state of the country.

(*iii*) **West Bengal** In West Bengal, land reform measures have helped in reducing poverty. Operation Barga is a land reform movement which largely protects the interests of the sharecroppers (bargadars) and prevented them from the exploitation of landowners.

**6** **Explain colonial rule and income inequalities as causes of poverty.**

*Ans.* **Colonial Rule** One of the historical reasons for poverty is the low level of economic development under the British colonial administration. The policies of the colonial government ruined traditional handicrafts and discouraged development of industries like textiles.

**Income Inequalities** These have resulted from non-availability of land to rural landless labourers. Thus, they are forced to work for low wages for the large farmers, causing poverty to them, as they are not able to meet their daily needs with their meagre earnings.

**7** **Describe the contribution of Green Revolution to eradicate the poverty in India.**

*Ans.* *The contribution of green revolution to eradicate the poverty in India are as follows*

- Green revolution has increased the production and productivity of agriculture, mostly in West and North-West.
- It enhanced food security and also created many job opportunities in agriculture.
- It has helped to reduce poverty in certain part of India. But as the effects are limited to some parts so, in these regions, there is still significant number of poor people.

**8** **How is socio-cultural and economic factor responsible for poverty in India?**

*Ans.* India has widespread poverty due to various socio-economic and cultural reasons.

**Socio-cultural cause of poverty**

In order to fulfil social obligations and observe religious ceremonies, most people in India including the poor used to spent lot of money. This takes them back to poverty.

**Economic cause of poverty**

Small farmers used to take loans to buy seeds, fertilisers, pesticides etc. When there is crop failure they become indebted. This takes them under poverty.

**9** **Give any three characteristic features of Rural Employment Act.**

*Ans.* National Rural Employment Guarantee Act is one of the anti-poverty measures of government. It was enacted in the year 2005. *Various features of the Act are*

(*i*) It guaranteed 100 days of assured employment every year to selected number of rural houses.

(*ii*) Under this Act, one-third of proposed jobs would be reserved for women.

(*iii*) Under this Act, if an applicant is not provided employment within 15 days she will be entitled to a daily unemployment allowance.

**10** **Which circumstances compelled the government to start targeted anti-poverty programmes? Mention the names of any two such programmes.**

*Ans.* *Following circumstances compelled the government to start targeted anti-poverty programmes*

(*i*) Since the poor are not able to take advantage from the opportunities created for them, the growth in the agriculture sector is much below expectations. This led to the need of anti-poverty programmes.

(*ii*) In agriculture sector, large number of poor people are unemployed, therefore, the need for targeted anti-poverty programmes was felt.

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*Such programmes are as follows*

- National Rural Employment Guarantee Act, 2005
- National Employment Guarantee Funds
- National Food for Work Programme
- Prime Minister Rozgar Yojana (PMRY), Swarnajayanti Gram Swarozgar Yojana (PSGSY) Pradhan Mantri Gramodaya Yojana (PMGY) and Antyodaya Anna Yojana (AAY).

**11** Give the main features of Rural Employment Generation Programme.

*Ans.* As an anti-poverty measure Rural Employment Generation Programme (REGP) was launched in 1995.

*The feature of REGP are*

(*i*) Creation of self-employment opportunities in rural areas and towns.

(*ii*) Creation of 25 Lakh new jobs under the tenth five year plan.

**12** The Government of India has initiated many poverty alleviation programmes. Below are given some such programmes

(*a*) PMRY (*b*) REGP (*c*) SGSY
(*d*) PMGY (*e*) NFWP (*f*) NREGA
(*g*) AAY

In your view, what is the central feature of each of these programmes?

*Ans.* (*a*) Self-employment to educated people.
(*b*) Self-employment to rural people.
(*c*) Formation of SHGs for rural poor.
(*d*) Providing basic services in villages.
(*e*) Providing manual unskilled work to rural poor.
(*f*) 100 days assured employment to rural households.
(*g*) Providing highly subsidised foodgrains.

**13** Mention any three major challenges before India with respect to poverty alleviation.

*Ans.* *Major challenges before India with respect to poverty alleviation are*

(*i*) Providing universal free elementary education.
(*ii*) Providing job security.
(*iii*) Providing healthcare.

**14** Why were the poverty alleviation programmes not successful in most parts of India?

*Ans.* *The poverty alleviation programmes were not successful in most parts of India because*

(*i*) Lack of proper implementation and right targeting.
(*ii*) There has been a lot of overlapping of schemes.
(*iii*) Every year a huge number is added to the population pool of the country. This renders the scheme ineffective.
(*iv*) Despite good intentions, the benefits of these schemes do not fully reach to the deserving poor.

**15** "In poor families all suffer, but some suffer more than others." Explain the statement.

*Ans.* Poor people are the ones who suffer from poverty the most. Landlessness, hunger, lack of shelter, unemployment, large family size, illiteracy, poor health, malnutrition, child labour, helplessness etc are features of poor people.

In the poor families some people like women, elderly people and female infants suffer more as they are systematically denied equal access to resources available to the family. As these are dependent group, thus, they receive very less care and resources to consume. Thus, it can be concluded that in poor families all suffer, but some suffer more than others.

**16** Differentiate between 'minimum subsistence level of living' and a 'reasonable level of living'.

*Ans.* *Differences between minimum subsistence level of living and reasonable level of living are*

| Minimum subsistence level of living | Reasonable level of living |
|---|---|
| It is a much narrower concept and captures only a limited part of what poverty really means to people. | It is a much broader concept and include all forms of human poverty. |
| All current anti-poverty measures are targeted to remove this type of poverty. | For better success of anti-poverty measures, Government should include this concept to define poverty. |
| It includes basic minimum needs like food, cloth and shelter. | Beside basic minimum needs, it includes education, healthcare, employment etc. |

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**17** Are the dynamics of poverty reduction the same in the rural and urban India. Explain by giving any three examples.

*Ans.* The dynamics of poverty reduction are different in the rural and urban India. It is because, the rural poor and urban poor have to face different issues of poverty. *For example,*

(*i*) Landlessness is major issue of poverty in rural areas but in urban areas unemployment is the major issue.

(*ii*) The size of family is main determinant of poverty in rural areas, where it has large family size. But in urban areas, the family size is usually small.

(*iii*) Child labour is mostly the phenomena of urban area and not that of rural area. Therefore, due to differences in the issues related to poverty, the dynamics of poverty reduction is also different.

**18** Read the sources and answer the question given below

**Source A Poverty as seen by social scientists**

Since poverty has many facets, social scientists look at it through a variety of indicators. Usually the indicators used relate to the levels of income and consumption. But now poverty is looked through other social indicators like illiteracy level, lack of general resistance due to malnutrition, lack of access to healthcare, lack of job opportunities, lack of access to safe drinking water, sanitation etc. Analysis of poverty based on social exclusion and vulnerability is now becoming very common.

(i) How do the social scientists look at poverty through indicators?

**Source B Social exclusion**

According to this concept, poverty must be seen in terms of the poor having to live only in a poor surrounding with other poor people, excluded from enjoying social equality of better-off people in better surroundings. Social exclusion can be both a cause as well as a consequence of poverty in the usual sense. Broadly, it is a process through which individuals or groups are excluded from facilities, benefits and opportunities that others (their "betters") enjoy.

(ii) Can social exclusions cause poverty in rural areas?

**Source C Vulnerability**

Vulnerability to poverty is a measure, which describes the greater probability of certain communities (say, members of a backward caste) or individuals (such as a widow or a physically handicapped person) of becoming, or remaining, poor in the coming years. Vulnerability is determined by the options available to different communities for finding an alternative living in terms of assets, education, health and job opportunities.

(iii) What is the vulnerability of poverty?

*Ans.* (*i*) Social scientists look at poverty through various indicators which are used related to the levels of income and consumption.

(*ii*) Yes, social exclusion of the Scheduled Castes in rural areas is a major cause of poverty.

(*iii*) Vulnerability of poverty is a measure, which describes the greater probability of certain communities or individuals of becoming or remaining poor in the coming years.

## Long Answer (LA) Type Questions

**1** Describe how the poverty is seen by social scientists.

*or* How is poverty interpreted by the social scientists? Explain.

*Ans.* *Following indicators are used by social scientists to interpret the poverty*

(*i*) **Illiteracy level** It is a situation where parents are unable to send their children to school.

(*ii*) **Lack of access to healthcare** It is a situation in which sick people cannot afford treatment.

(*iii*) **Lack of access to drinking water** It means lack of safe and clean drinking water facilities.

(*iv*) **Lack of job opportunity** It means no availability of regular job opportunity.

(*v*) **Lack of general resistance** It means lack of general resistance due to malnutrition.

(*vi*) **Lack of sanitation** It means lack of cleaning of our surroundings.

**2** Discuss the condition of social groups which are most vulnerable to poverty in India.

*Ans.*
- Social groups which are most vulnerable to poverty are Scheduled Caste and Scheduled Tribe households.
- Although, the average for people below poverty line for all groups in India is 22, 43 out of 100 people belonging to Scheduled Tribes are not able to meet their basic needs.

EXAM PRACTICE

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- Similarly, 29% of Scheduled Castes in India are living under poverty line.
- The double disadvantage of being a landless casual wage labour household in the socially disadvantage social groups of the Scheduled Caste or the Scheduled Tribe population highlights the seriousness of the problem.
- Some studies have shown that except for the Scheduled Tribe households, all the other three groups (i.e. SCs, rural agricultural labourers and the urban casual labours household) have seen a decline in poverty in the 1990s.
- Remarkably, in the poor families, women, children especially the girl child and old people suffer more than others due to unequal access to the resources.

**3** What is poverty line? What are the calories and rupees fixed for rural and urban areas for measuring the poverty line?

*or* Define the term poor and what is accepted average calories requirement in India for rural and urban areas.

*Ans.* **Poverty Line** It is an imaginary line used by any country to determine its poverty.

**Poor** It is a person which lacks the financial resources and essential things to enjoy.

**Calories and Rupees fixed for rural and urban areas to measure poverty line** The accepted average of calories requirement in India is 2400 calories per person per day in rural areas and 2100 calories in urban areas. It is high in the rural areas because of more physical work done by the rural people. The poverty line fixed for the rural and urban areas in India according to the year 2012 was ₹ 816 and ₹ 1000 per person per month, respectively. It is higher in urban areas because of high prices of many essential commodities in urban areas.

**4** Write a note on any five programmes that have been developed for eradication of poverty in India.

*Ans.* **Pradhan Mantri Rozgar Yojana (PMRY)** This programme was launched in 1993. It is aimed at providing self-employment opportunity to educated unemployed youth in the rural and urban areas. Under this programme, scheduled banks provide loans at a lower interest rate to start small business and set up industries.

**Rural Employment Generation Programme (REGP)** This programme was launched in 1995. The aim of the programme is to create self-employment opportunity in rural areas and small towns. A target for creating 25 lakh new jobs has been set for this programme under the Tenth Five Year Plan.

**Swarnajayanti Gram Swarozgar Yojana (SGSY)** This scheme was launched in 1999. This programme aims at bringing the rural poor families above the poverty line. To achieve this goal, it organises them into Self Help Groups (SHGs) through a mix of bank credit and government subsidy.

**Pradhan Mantri Gramodaya Yojana (PMGY)** This programme was launched in 2000. Under this programme, the Central Government provides additional assistance to the State Government for improving basic services in the village. The major basic services covered under this programme are primary health, primary education, rural shelter, rural drinking water and rural electrification.

**National Food for Work Programme (NFWP)** This programme was launched in 2004. This programme is open to all rural poor who are in need of wage employment and desire to do manual unskilled work. It is implemented as a 100% centrally sponsored scheme. Under this scheme, foodgrains are provided free of cost to the states. Later this scheme was merged with NREGA.

**5** What are the major reasons for the less effectiveness of poverty alleviation programmes?

*Ans.* *The major reasons for the less effectiveness of poverty alleviation programmes are*

(*i*) These programmes are not properly implemented due to intervention at different levels of administration.

(*ii*) Many of these programmes lack in right targeting.

(*iii*) Many of the poverty alleviation programmes overlap each other.

(*iv*) Despite good intention, the benefits of these schemes have not fully reached to the deserving poor.

(*v*) There are many limitations in proper monitoring of these schemes.

(vi) The nexus of leaders, officials and contractors not only gets its share from the funds for these schemes, but they also exploit the workers.

(vii) Often the banks do not fulfil their targets of providing credit to the needy, as provisioned by the government under some of these schemes.

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**6** "There is a strong link between economic growth and poverty reduction." Explain the statement.

or Do you think economic growth is linked with the reduction of poverty? Give any three arguments in support of your answer.

*Ans.* It is true that there is a strong link between economic growth and poverty reduction.

*This can be justified through the following arguments*

(*i*) The higher growth rates have helped significantly in the reduction of poverty. For e.g. in the 1980s. India's economic growth was one of the fastest in the world. The growth rate rose from the average of about 3.5% a year in the 1970s to about 6 % during the 1980s and 1990s.

(*ii*) Economic growth widens opportunities and provides the resources needed to invest in human development.

(*iii*) This also encourages people to send their children (including girls), to schools in the hope of getting better economic returns from investing in education. Thus, it can be concluded that there is a strong link between economic growth and poverty reduction.

**7** Read the sources and answer the Question given below.

While determining the poverty line in India, a minimum level of food requirement, clothing, footwear, fuel and light, educational and medical requirement, etc., are determined for subsistence.

These physical quantities are multiplied by their prices in rupees. The present formula for food requirement while estimating the poverty line is based on the desired calorie requirement.

Food items, such as cereals, pulses, vegetable, milk, oil, sugar, etc together provide these needed calories. The calorie needs vary depending on age, sex and the type of work that a person does. The accepted average calorie requirement in India is 2400 calories per person per day in rural areas and 2100 calories per person per day in urban areas.

Since people living in rural areas engage themselves in more physical work, calorie requirements in rural areas are considered to be higher than in urban areas. The poverty line is estimated periodically (normally every five years) by conducting sample surveys. These surveys are carried out by the National Sample Survey Organisation (NSSO).

(i) If a person wants to determine poverty line in India then which factors should be used to determine for subsistence?

(ii) How is the food requirement estimated in poverty line?

(iii) Why is the calorie requirement of rural areas more than that in urban areas?

*Ans.* (*i*) If a person wants to determine poverty line in India, then a minimum level of food requirement, clothing, footwear, fuel and light, educational and medical requirement etc are determined for subsistence.

(*ii*) Food requirement is estimated in poverty line through the desired calorie requirement, from food items, such as cereals, pulses, vegetables, milk, oil, sugar, etc. These together provided the needed calories.

(*iii*) Since people living in rural areas engage themselves in more physical work, calorie requirements in rural areas is considered to be higher than in urban areas.

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# Self Assessment

## Objective Type Questions

1. Which of the following states of India has the highest poverty ratio?
   (a) Bihar
   (b) Odisha
   (c) Jharkhand
   (d) Madhya Pradesh

2. Which among the following is the method to estimate the poverty line in India?
   (a) Invested method
   (b) Capital method
   (c) Human method
   (d) Income method

3. Consider the following statement and choose the correct option associated with MGNREGA.
   (a) MGNREGA provide 100 days of wage employment in a financial year.
   (b) The scheme provided employment to 220 crore persons.
   (c) MGNREGA was introduced in 2008.
   (d) The average wage has increased to 182 in 2013-14 from 60 in 2006-07.

4. Arrange the following in sequence.
   I. NSSO
   II. MGNREGA
   III. PM Gramodaya Yojana
   IV. Antyodaya Anna Yojana
   **Codes**
   (a) I, II, III and IV
   (b) I, III, IV and II
   (c) II, IV, I and III
   (d) IV, I, II and III

5. In India, percentage of poverty in urban areas in ..... than poverty in rural areas.

6. Correct the following statement and rewrite.
   MGNREGA was established in 1980 under the ministry of statistics and programme implementation of the Government of India.

7. The Pradhan Mantri Gramodaya Yozana (PMGY) launched in 2000, additional central assistance is given to states for basic services such as primary health, primary education, rural shelter, rural drinking water and rural electrification.
   How did PMGY prove benefited for people?
   (a) Basic services (ex-education, shelter, water) etc
   (b) Financial support
   (c) Job opportunities
   (d) Pension

8. Which body is responsible for conducting sample surveys for estimation of the poverty line?

9. What are the reasons for limited success of the poverty alleviation programme in India?

## Short Answer (SA) Type Questions

10. Mention four main causes of poverty in India?

11. Describe any two poverty alleviation programmes, currently being implemented in India.

12. How is economic growth and poverty reduction linked with each other? Substantiate.

## Long Answer (LA) Type Questions

13. Who amongst the social vulnerable groups suffer more than others do and why?

14. Mention any three major challenges before India with respect to poverty alleviation.

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CHAPTER

# 04

# Food Security in India

## What is Food Security ?

Food security refers to **availability**, **accessibility** and **affordability** of food to all people at all times. Food security largely depends on the **Public Distribution System**[1] and government's initiative and action to provide food to the poor.

**Food security has following three dimensions**

(i) **Availability of Food** It means food production within the country, food imports and the previous years stock stored in government **granaries**[2].

(ii) **Accessibility of Food** It means food is within reach of every person.

(iii) **Affordability of Food** It means that an individual has enough money to buy sufficient, safe and nutritious food to meet one's dietary needs.

*The above dimensions conclude that food security is ensured in a country only if*

(i) Enough food is available for all the persons.

(ii) All persons have the capacity to buy food of acceptable quality.

(iii) There is no barrier on access to food.

The **1995 World Food Summit** declared that 'food security at the individual, household, regional, national and global levels exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.' The declaration further recognises that 'poverty eradication is essential to improve access to food.'

**Chapter Syllabus**


- Overview
- What is Food Security?
- Why Food Security?
- Who are food insecure?
- Food Security in India
- What is Buffer Stock?
- What is the Public Distribution System?
- Current Status of Public Distribution System
- Role of Cooperatives in Food Security


1 **Public Distribution System** A system in which the food procured by the Food Corporation of India (FCI) is distributed through government regulated ration shops among the poorer section of society.

2 **Granaries** A storehouse or stock of grains.

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### A New Dimension to Food Security

In the 1970s, food security was understood as the availability of adequate supply of basic food stuff at all times.

**Amartya Sen** added a new dimension to this traditional meaning of food security. He emphasised that people should have 'access' to food. People should have certain 'entitlements' to have 'access' to food. These entitlements are goods or services that can be exchanged in the market.

## Why Food Security?

Food security is needed in a country to ensure food at all times and also to ensure that no person in a country dies of hunger.

## Effect of Natural Calamity on Food Security

Generally, the poor section of the society face the problem of food security. However, persons above the poverty line might also face the problem of food security when the country faces a national disaster calamity[3] like earthquake **drought**[4], flood, tsunami, widespread failure of crops causing **famine**[5], etc.

If such calamity happens in a very widespread area or is stretched over a longer time period, it may cause a situation of **starvation**[6].

A massive starvation might take a turn of famine. Thus, natural calamity affects the food security adversely.

## Famine and Starvation

A famine is characterised by widespread deaths due to starvation and epidemics. It is generally caused by use of impure water or decaying food and loss of body resistance due to weakening from starvation.

The most devastating famine in India was the **famine of Bengal** in 1943. This famine killed 30 lakh people in the province of Bengal.

People who were affected the most in Bengal famine of 1943 were agricultural labourers, fisherman, transport workers and other casual labourers. They were affected due to the dramatically increasing price of rice.

Today, famine like conditions exist in many parts of the country, leading to starvation deaths at times. Natural calamities and pandemic may also lead to food shortage. For example, COVID-19 pandemics had an adverse impact upon the food security. Therefore, food security is needed in a country to ensure food at all times, including calamities and pandemics.

## Who are Food Insecure People?

Food and nutrition insecurity has affected the large section in India. The most affected people in the rural areas are **landless agricultural labourers, traditional artisans** and **self-employed workers.**

In urban areas, the food insecure families are those whose working members are generally employed in underpaid occupations and casual labour market. These workers are largely engaged in seasonal activities and are paid very low wages.

Food insecurity is also seen in the social composition of Indian society. For example, the SCs, STs and some sections of the OBCs who have either poor land-base or very low land productivity are prone to food insecurity.

**Migrants** who left their hometown because of natural disaster in search of work are also among the most food insecure people.

Further, many pregnant and nursing mothers and also children under the age of 5 years are food insecure people.

The second **National Health and Family Survey**[7] (NHFS) conducted during 1998-99 estimated that approximately 11 crore women and children in India are food insecure.

## Food Insecure Regions

Economically backward states with high level of poverty, tribal and remote areas, regions more prone to natural disasters consist the largest number of food insecure people.

These states are Eastern and South-Eastern parts of Uttar Pradesh, Bihar, Odisha, Jharkhand, West Bengal, Chhattisgarh, Maharashtra and parts of Madhya Pradesh.

3 **Calamity** An event causing great and often sudden damage or distress. For e.g. flood, drought, famine, etc.
4 **Drought** A prolonged period of abnormally low rainfall, leading to a shortage of water.
5 **Famine** It is a situation in which large number of people have little or no food and many of them die.
6 **Starvation** A situation where intense suffering or even death caused by lack of food.
7 **National Health and Family Survey (NHFS)** *1998-99* A large-scale, multi-round survey conducted throughout India for providing essential data on health and family welfare needed by the Ministry of Health and Family Welfare and other agencies.

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## Hunger

It is another aspect, which indicates the problem of food security. To create food security, current hunger should be removed and the risk of future hunger should be reduced.

Hunger has two dimensions i.e. chronic and seasonal. *These are as follows*

### Chronic Hunger

- It is a consequence of a diet which is regularly inadequate in quantity and quality. This is caused due to lack of income to buy food for survival.
- Chronic hunger has reduced in rural areas from 2.3% of households in 1983 to 0.7% in 1999 - 2000.
- In urban areas, it has reduced from 0.8% to 0.3% during the same period.

### Seasonal Hunger

- It is related to seasonal cycles of food growing and harvesting. It mostly affects landless agricultural labourers in rural areas.
- In urban areas, casual construction workers suffer from seasonal hunger when they do not get work.
- The proportion of households experiencing seasonal hunger in rural areas has reduced significantly from 16.2% in 1983 to 2.6% in 1999-2000.
- In urban areas, it has reduced from 5.6% to only 0.6% during the same period.

## Measures for Self-Sufficiency in Foodgrains

India is aiming at self-sufficiency in foodgrains since independence and has adopted all measures to achieve self-sufficiency in foodgrains.

The **Green Revolution** during the late 1960s and early 1970s helped significantly to achieve this self-sufficiency in food grains, although the success varied from region to region. Indira Gandhi, the then Prime Minister of India, officially recorded the progress of the Green Revolution in agriculture by releasing a special stamp entitled **Wheat Revolution** in July 1968.

The success of wheat was later reproduced in rice. The highest growth rate of wheat was achieved in Uttar Pradesh and Madhya Pradesh, which was 44.01 and 30.21 million tonnes in 2015-16.

The total foodgrain production was 252.22 million tonnes in 2015-16 and it has changed to 275.68 million tonnes in 2016-17. Uttar Pradesh and Madhaya Pradesh recorded a significant production in wheat which was 26.87 and 17.69 million tonnes in 2015-16, respectively.

West Bengal and Uttar Pradesh recorded significant production of rice which was 15.75 and 12.51 million tonnes in 2015-16 respectively.

**Check Point 01**

1 Food that is within the reach of everyone is known as ..... of food.
2 The most devastating famine of India was in ..... known as Bengal famine.
3 The second National Health and Family Survey (NHFS) was conducted during ..... .
4 Seasonal hunger is commonly found in which areas?
5 A special stamp entitled ..... revolution was taken out in July 1968 to mark the progress of Green Revolution.

## Food Security in India

The Green Revolution was started in early 70s. Since then India has become self-sufficient in foodgrains due to the variety of crops grown.

Foodgrains availability even in adverse conditions has been ensured by the government through a food security system. This system consist **buffer stock** and **Public Distribution System** (PDS).

## Buffer Stock

It is the stock of foodgrains (wheat and rice) procured by the government through the **Food Corporation of India**[8] (FCI). FCI purchases wheat and rice from farmers of those states which have surplus production.

The farmers are paid a **Minimum Support Price**[9] (MSP) for their crops. The MSP is announced at the beginning of the sowing season to give an incentive to the farmers to grow more crops.

The purchased foodgrains are stored in granaries as a **buffer stock**. This stock is maintained to distribute foodgrains through the PDS in the areas of the country where production is less.

8 **Food Corporation of India (FCI)** This was set-up under the Food Corporation's Act 1964, in order to support operations for safeguarding the farmers, distribution of foodgrains throughout the country for PDS and maintaining satisfactory level of operational and buffer stocks.
9 **Minimum Support Price (MSP)** The farmers are paid a pre-announced price for their crops by the Food Corporation of India and it is known as MSP.

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The buffer stock also helps to resolve the problem of food shortage during adverse weather conditions or during the period of calamity.

## Public Distribution System (PDS)

The food procured by the FCI is distributed by the government among the poorer sections of the society. This system of food distribution is called the Public Distribution System (PDS).

PDS was strengthened in mid 1970s after the report of NSSO for high incidence of poverty. Three food intervention programmes were initiated then PDS; ICDS (Integrated Child Development Services) in 1975 and Food For Work Programme (FFW) in 1977-78.

The FFW programme now comes under **The National Food Security Act, 2013.** This act provides for food and nutritional security and enables people to live a life with dignity. 75% of rural population and 50% of urban population are categorised as eligible households for food security.

### Rationing

The PDS operates through rationing. The rationing system was introduced in India in 1940s during the Bengal famine. It was received in 1960s prior to **Green Revolution** when the country was facing acute food shortage.

The objective of rationing is to provide essential items at prices lower than the market price (to poor people) which is called as **issue price.**

Ration shops are now present in most localities, villages, towns and cities. Ration shops are also known as **fair price shops.** There are 5.5 lakh ration shops in India. They keep stock of foodgrains, sugar and kerosene oil for cooking.

### Types of Ration Cards

*There are three kinds of Ration cards*

(i) Antyodaya card for the poorest of the poor.
(ii) BPL card for families below the poverty line.
(iii) APL card for all others.

In mid-1970s, National Sample Survey Organisation (NSSO) reported the high incidence of poverty level. Due to this, important food intervention programmes like Integrated Child Development Services (ICDS) (1975) and Food-For Work (FFW) (1977-78) programmes were introduced.

**Poverty Alleviation Programmes** (PAPs) are initiated mostly in rural areas and are aimed to provide food security to the poor people. Employment generation programmes are also initiated under PAPs that ensures food security by raising the income of the poor.

### Current Status of Public Distribution System

In the beginning, the PDS coverage was universal with no discrimination between the poor and non-poor.

In 1992, a **Revamped Public Distribution System** (RPDS) was started in 1,700 blocks of the country to provide the benefit of PDS in remote and backward areas.

In 1997, a **Targeted Public Distribution System** (TPDS) was introduced to target the 'poor in all areas', with a lower issue price for foodgrains for them compared to the price paid by non-poor people.

Further in year 2000, two special schemes **Antyodaya Anna Yojana** (AAY) and **Annapurna Scheme (APS)** were launched.

### Antyodaya Anna Yojana (AAY)

- It was launched in December, 2000. It is for the poorest of the poor.
- Under this scheme, 1 crore of the poorest among the BPL families covered under the Targeted Public Distribution System (TPDS) were identified.
- Poor families were identified by the respective state rural development departments through a Below Poverty Line (BPL) survey.
- 25 kg of foodgrains were made available to each eligible family at a highly subsidised rate of ₹ 2 per kg for wheat and ₹ 3 per kg for rice. This quantity was increased from 25 kg to 35 kg from April 2002.
- This scheme has been further expanded twice by additional 50 lakh BPL families in June 2003 and in August 2004. Under AAY, 2 crore families has been covered.

### Annapurna Scheme (APS)

- It was launched in the year 2000 for poor senior citizens.
- It provides 10 kg of foodgrains free of cost per month to senior citizens who are not receiving any pension or have any other source of income or having a family to support them.

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## Problems with PDS

Inspite of overflowing granaries and piling of food grains in FCI, poor people face hunger as distribution system is not proper. Food grains either rot or eaten away by rats. This adds to wastage and deterioration in grain quality.

The storage of massive food stocks is responsible for high carrying costs and maintenance cost. With the introduction of TPDS, three levels of prices are fixed for three different income groups.

The food prices in ration shops for APL groups is quite closer to market price. Due to this, they do not have incentive to buy from ration shops which has resulted in massive piling of foodgrains.

### The National Food Security Act 2013

This act provides for food and nutritional security life at affordable prices and enable people to live a life with self dignity.

Under this Act, 75% of rural and 50% of urban population have been categorised as eligible households for food security.

### Malpractices in PDS

PDS has become ineffective in many regions of the country because dealers running the ration shops are indulged in malpractices. *These malpractices include*

(i) Diverting the grains to open market to get better margin.
(ii) Selling poor quality grains at ration shops.
(iii) Irregular opening of the shops.

All this leads to greater piling of food grains in FCI and unsold stocks in ration shops.

## Other Problems

Some states producing surplus wheat and rice, like Punjab, Haryana, Uttar Pradesh (western), Andhra Pradesh, West Bengal (to some extent) put pressure on the government to raise the MSP.

This increase the cost of procuring food grains by the government. For this, freezing of MSP is suggested as a measure.

Increase in MSP of wheat and rice have induced farmers to divert their production to these two grains only. Thus, ignoring the production of coarse grains which is staple food of the poor.

The intensive utilisation of water in rice cultivation has led to problems of environmental degradation and fall in the water table thus threatening the agricultural development in the states producing surplus foodgrains.

## Role of Cooperatives in Food Security

The role played by cooperatives in food security of India is important especially in the Southern and Western parts of the country.

The cooperative societies set-up shops to sell low priced goods to poor people. For example, out of all fair price shops running in Tamil Nadu, around 94% are being run by the cooperatives.

*The examples shown below are success stories of cooperatives in order to contribute in food security of India*

(i) In Delhi, Mother Dairy is making progress in provision of milk and vegetables to the consumers at controlled rate decided by Government of Delhi.
(ii) Amul is another success story of cooperatives in milk and milk products from Gujarat. It has brought about the **White Revolution** in the country.
(iii) In Maharashtra, Academy of Development Science (ADS) has facilitated a network of NGOs for setting up grain banks in different regions. ADS organises training and capacity building programmes on food security for NGOs. The ADS Grain Bank programme is acknowledged as a successful and innovative food security intervention.

### Check Point 02

1 Targeted Public Distribution System (TPDS) was introduced in ..... .
2 Food grains in buffer stock is procured by government through ..... .
3 Which scheme was introduced to target the foodgrain distribution to 'Poor in all areas'?
4 In which state, more than 90% of fair price shops are run by the cooperatives?
5 Amul has brought in an era of ..... revolution in India.

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# SUMMARY

- The availability, accessibility and affordability of food to all people at all times is called **food security**.
- The food security in India is depended on the **Public Distribution System** (PDS) and various other programmes launched by the government.
- Food security of a nation is ensured if all of its people have enough nutritious food available **(availability)**, all person having the capacity to buy food **(affordability)** and there is no barrier on access to food **(accessibility)**.
- The poor section of society face the problem of food insecurity but other people may also face food insecurity during natural disasters and calamities like earthquake, drought, flood, etc.
- If natural calamities happens in a widespread area or continues over a longer period then it leads to **starvation** and **famine** like Bengal famine of 1943.
- Landless labourers , traditional artisans, petty self employed workers and destitutes including beggars are worst affected groups from food insecurity and lack of nutritional food in rural areas.
- In urban areas, casual labourers, workers engaged in ill-paid occupations and seasonal activities are paid low wages and hence suffer from food insecurity.
- SCs, STs, OBCs (lower caste among them), certain sections of women, people living in tribal and remote areas and regions more prone to natural disaster face the risk of food insecurity.
- **Hunger** is an aspect indicating food insecurity. Hunger can be **chronic** or **seasonal**.
- The **chronic hunger** is the consequence of a diet regularly deficient in quantity and quality due to low income.
- The **seasonal hunger** is the consequence of seasonal nature of employment like agriculture where people earn only for a few months in an year.
- To eliminate food insecurity, India aims to achieve **self sufficiency** in production of food grains. **Green Revolution** is a step towards it.
- To ensure food security, government created **Buffer Stocks** in which food grains (rice and wheat) is procured by Food Corporation of India from states producing surplus food grains like Punjab, Haryana, Uttar Pradesh, Andhra Pradesh and West Bengal.
- The FCI procures food grains from farmers at a pre-announced price known as (MSP) Minimum Support Price.
- The puchased food grains are then distributed through the **Public Distribution System** (PDS).
- Under PDS, government sells essential items at **Ration shops** (also known as Fair Price shops). The price at which poor people can buy food grains from these shops is much lower than the market price and is known as **Issue Price**.
- Ration shops sell food grains at three different prices for three different category of ration card holders-APL, BPL, AAY.
- Stock piling mismanagement and malpractices are some of the problems faced by PDS and Buffer stocks.
- To ensure food security, Poverty Alleviation Programmes are also operational that aims to improve income of the people.
- Various cooperatives, NGOs also work to provide essential items at reasonable rates for the poor. Mother Dairy, Amul, Grain banks are some of them.

# NCERT FOLDER

## Intext Questions

### Let's Discuss *On Page 43*

1 Consider the following table

Production of Rice in the Province of Bengal

| Year | Production (Lakh tonnes) | Imports (Lakh tonnes) | Exports (Lakh tonnes) | Total Availability (Lakh tonnes) |
|---|---|---|---|---|
| 1938 | 85 | — | — | 85 |
| 1939 | 79 | 04 | — | 83 |
| 1940 | 82 | 03 | — | 85 |
| 1941 | 68 | 02 | — | 70 |
| 1942 | 93 | — | 01 | 92 |
| 1943 | 76 | 03 | — | 79 |

Now answer the questions that follow.

(*a*) Some people say that the Bengal famine happened because there was a shortage of rice. Study the table and find out whether you agree with the statement.

(*b*) Which year shows a drastic decline in food availability?

*Ans.* (*a*) No, I do not agree that the Bengal famine happened due to a shortage of rice. From the table, the availability was much higher than in 1941, although lower than in 1942. However, there can be a number of other causes like improper distribution, malnutrition or disease, etc.

(*b*) The year showing a drastic decline in food availability is 1941.

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## Let's Discuss *On Page 45*

**2** Why is agriculture a seasonal activity?

*Ans.* Agriculture is a seasonal activity because it has a sowing season and a harvesting season. That time is a very busy period for farmers. Most of the work is done during these periods. When the plants are growing and maturing, no significant amount of work is there.

**3 Story of Ramu**

Ramu works as a casual labourer in agriculture in Raipur village. His eldest son Somu who is 10 years old also works as a *pali* to look after the cattle of the Sarpanch of the village Satpal Singh. Somu is employed for the whole year by the Sarpanch and is paid a sum of ₹ 1,000 for this work. Ramu has three more sons and two daughters, but they are too young to work on the field. His wife Sunhari is also (part time) working as house cleaner for the livestock, removing and managing cow dung. She gets ½ litre milk and some cooked food along with vegetables for her daily work.

Besides she also works in the field along with her husband in the busy season and supplements his earnings. Agriculture being a seasonal activity employs Ramu only during times of sowing, transplanting and harvesting. He remains unemployed for about 4 months during the period of plant consolidation and maturing in a year. He looks for work in other activities. Sometimes, he gets employment in brick laying or in construction activities in the village.

By all his efforts, Ramu is able to earn enough either in cash or kind for him to buy essentials for two square meals for his family. However, during the days when he is unable to get some work, he and his family really face difficulties and sometimes his small kids have to sleep without food. Milk and vegetables are not a regular part of meals in the family. Ramu is food insecure during 4 months when he remains unemployed because of the seasonal nature of agriculture work.

*On the basis of above story, answer the following questions.*

(a) Why is Ramu unemployed for about 4 months in a year?

(b) What does Ramu do when he is unemployed?

(c) Who are supplementing income in Ramu's family?

(d) Why does Ramu face difficulty when he is unable to have work?

(e) When is Ramu food insecure?

*Ans.* (a) Ramu is unemployed for 4 months in a year as he works as a casual labourer in farms. He is needed only during sowing and harvesting season, rest of the time he has no work.

(b) When Ramu is unemployed then he looks for work in other activities. Sometimes he gets employment in brick laying or in construction activities.

(c) Ramu's wife Sunhari and his son Somu are supplementing the income in Ramu's family. Somu works for the Sarpanch by looking after the cattle and is paid ₹ 1,000 for this work. Sunhari also works as house cleaner and a casual labourer during the busy season. She gets $\frac{1}{2}$ litre milk and some cooked food along with vegetables for her daily work.

(d) When Ramu is unable to get any work then he faces difficulty in getting two square meals for his family.

(e) Ramu is food insecure during 4 months when he remains unemployed because of the seasonal nature of agricultural work.

## Let's Discuss *On Page 45*

**4 Story of Ahmad**

Ahmad is a rickshaw puller in Bengaluru. He has shifted from Jhumri Taliah along with his 3 brothers, 2 sisters and old parents. He stays in a *jhuggi*. The survival of all members of his family depends on his daily earnings from pulling rickshaw.

However, he does not have a secured employment and his earnings fluctuate everyday. During some days, he gets enough earning for him to save some amount after buying all his day-to-day necessities. On other days, he barely earns enough to buy his daily necessities.

However, fortunately, Ahmad has a yellow card, which is PDS Card for below poverty line people. With this card, Ahmad gets sufficient quantity of wheat, rice, sugar and kerosene oil for his daily use. He gets these essentials at half of the market price.

He purchases his monthly stock during a particular day when the ration shop is opened for below poverty people. In this way, Ahmad is able to eke out his survival with less than sufficient earnings for his big family where he is the only earning member.

*On the basis of above story, answer the following questions.*

(a) Does Ahmad have a regular income from rickshaw pulling?

(b) How does the yellow card help Ahmad to run his family even with small earnings from rickshaw pulling?

*Ans.* (a) Ahmad, a rickshaw puller does not have a regular income from rickshaw pulling, his earnings fluctuate everyday. Sometimes, he gets enough earning to save some amount after buying his day to day necessities. On other days, he is barely able to earn enough to survive.

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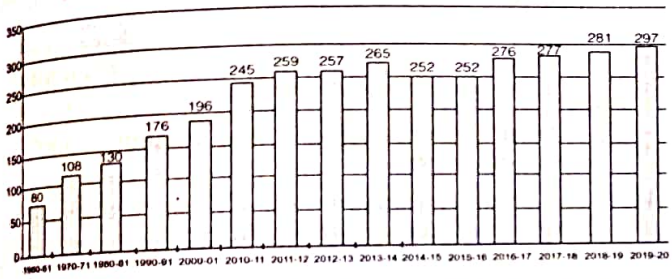
(b) Ahmad has a yellow card which is a PDS card for below poverty line people. With this card, Ahmad gets sufficient quantity of wheat, rice, sugar and kerosene oil for his daily use at rates below the market rates. In this way, Ahmad is able to survive even with less income from rickshaw pulling.

## On Page 47

**5** Study the graph below and answer the following questions.




Production of Foodgrains in India (million tonnes)

(a) In which year did our country cross the 200 million tonnes per year mark in foodgrain production?

(b) In which decade did India experience the highest decadal increase in foodgrain production?

(c) Is production increase consistent in India since 2000-01?

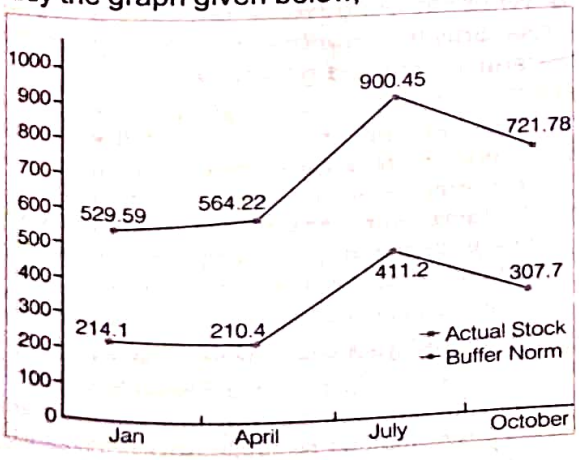
*Ans.* (a) In the years 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16 and 2016-17 our country crossed the 200 million tonnes per year mark in foodgrain production.

(b) India experienced the highest decadal increase in 2013-14 in food.

(c) No, the increase in foodgrain production were not consistent after 2000-01.

## Let's Discuss *On Page 51*

**6** Study the graph given below,




(a) In which recent year foodgrain stock with the government was maximum?

(b) What is the minimum buffer stock norm for the FCI?

(c) Why were the FCI granaries overflowing with foodgrains?

*Ans.* (a) The foodgrain stock with the Government of India was maximum (65.3 tonnes) in July 2020.

(b) 210.4 million tonnes is the minimum buffer stock norm for the FCI.

(c) The FCI granaries were overflowing with foodgrains because of increased foodgrain procurement by FCI, compared to the actual requirement.

## Exercises

**1** How is food security ensured in India?

*Ans.* Food security is ensured in India on the basis of the two components i.e. Buffer stock and Public Distribution System (PDS).

(*i*) **Buffer Stock** It is the stock of foodgrains, namely wheat and rice procured by the government through Food Cooperation of Inida (FCI). The FCI purchases wheat and rice from the farmers in states where there is surplus production.

The purchased foodgrains are stored in granaries. This is done to distribute food grains in the deficit areas and among the poor strata of society at a price lower than market price, also known as Issue Price. This helps in resolving the problem of shortage of food.

(*ii*) **Public Distribution System (PDS)** The stored food is distributed to the poor people through ration shops, also known as fair price shops. The item are sold to the poor people at a price lower than the market price.

**2** Which are the people more prone to food insecurity?

*Ans.* *The people more prone to food insecurity are*

- The SCs, STs and some sections of the OBCs who have either very little land or very low land productivity.
- The people affected by natural disasters, who have to migrate to other areas in search of work, are also among the most food insecure people.
- Women is at a high risk of malnutrition. This is a matter of serious concern as it puts even the unborn baby at the risk.

**3** Which states are more food insecure in India?

*Ans.* The economically backward states in India with high incidence of poverty are more food insecure.

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The states of Uttar Pradesh (Eastern and South-Eastern parts), Bihar, Jharkhand, Odisha, West Bengal, Chhattisgarh, parts of Madhya Pradesh and Maharashtra account for the large number of food insecure people in India.

**4 Do you believe that Green Revolution has made India self-sufficient in foodgrains? How?**

*Ans.* Yes, Green Revolution has made India self sufficient in foodgrains. *Followings are the facts*

(a) **Increase in Production** As a result of Green Revolution production of food grains has increased. The production of wheat was just 8.8 lakh tonnes in 1955-56. Now, it has crossed 718 lakh tonnes. The total foodgrain production was 275.68 million tonnes in 2016-17.

(b) **Over Flowing Buffer Stocks** The minimum Buffer norms for FCI are 21.4 (2014) million tonnes but due to the success of Green Revolution the stock is much more than the minimum norms.

(c) **Control over Imports** Before the success of Green Revolution, India was dependent on other countries for its foodgrain requirement but now India imports of foodgrains are negligible.

**5 "A section of people in India are still without food." Explain.**

*Ans.* Despite achieving self sufficiency in foodgrains, as a result of Green Revolution, a section of people in India are still without food because of poverty. In rural areas, the landless people, the traditional artisans, petty self-employed workers, destitutes and beggars are always prone to food insecurity.

In urban areas, casual labourers, workers employed in ill-paid occupations and workers engaged in seasonal activities are still with very little or no food at certain part of the year.

Although, the government has created buffer stocks, implemented the PDS and various poverty alleviation programmes, sometimes such help reaches quite late and sometimes due to inefficient and corrupt officials, a number of people are deprived of the benefits.

Also, there is poor monitoring of the schemes, resulting in some people being without food while the grains are being eaten by rats in the FCI godowns. Some grains become rotten due to weather conditions. These corruption in the PDS and extreme poverty are some of the reasons why a section of people in India are still without food.

**6 What happens to the supply of food when there is a disaster or a calamity?**

*Ans.* When there is a disaster or a calamity, the production of foodgrains decrease in the affected areas.

*The reasons are*

(i) Due to any calamity or disaster like drought, earthquake, flood, Tsunami etc, there is widespread failure of crops. This adversily affects food production.

(*ii*) Due to shortage of food, price rise up.

(*iii*) Black marketing and hoarding is also one of the major factors responsible for high price rise during any calamity.

(*iv*) Because of high price of food, some people cannot afford to buy food.

(*v*) If the calamity happens in a very widespread area or is stretched over a longer time period, it may cause a situation of starvation.

**7 Differentiate between seasonal hunger and chronic hunger.**

*Ans.* *The differences between seasonal hunger and chronic hunger can be summarised as follows*

| Seasonal Hunger | Chronic Hunger |
|---|---|
| Seasonal hunger is related to cycles of food growing and harvesting. | Chronic hunger is a consequence of diets persistently inadequate in terms of quantity and/or quality. |
| This is prevalent in rural areas because of seasonal nature of agricultural activities and in the urban areas because of the casual labour. | Poor people suffer from chronic hunger because of their very low income and inability to buy food even for survival. This is mostly seen in the rural areas. |
| It occurs in a community or society at only certain times of the year. | It occurs when people lack the opportunity to earn enough money to be educated and gain skills to meet their basic needs. |
| This hunger causes malnutrition but not death. | If this hunger continues for long time then it leads to death. |

**8 What has our government done to provide food security to the poor? Discuss any two schemes launched by the government.**

*Ans.* The government has designed the food security system carefully to ensure availability of food to all sections of the society. This system is composed of two components, i.e. Buffer stock and PDS.
The government has opened more than 4.6 lakh ration shops (fair price shops) to distribute food to the poor people at reasonable price.

*Two schemes launched by government are*

(i) Antyodaya Anna Yojana (AAY)

- AAY was launched in December 2000. Under this scheme, one crore of the poorest among the BPL families covered under the targeted PDS were identified.

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- Poor families were identified by the respective state rural developments through a Below Poverty Line (BPL) survey.
- 25 kg of foodgrains were made available to each eligible family at a highly subsidised rate of ₹ 2 per kg for wheat and ₹ 3 per kg for rice.
- This quantity has been enhanced from 25 to 35 kg from April 2002.
- The scheme has been further expanded twice by additional 50 lakh BPL families in June 2003 and in August 2004. With this increase, 2 crore families have been covered under the AAY.

(ii) **Annapurna Scheme** (APS)

- It was launched in 2000, for poor senior citizens.
- The function of scheme was linked with existing network of the PDS.
- Under this scheme, 10 kg of foodgrains were made available to them free of cost.

**9** Why is buffer stock created by the government?

*Ans.* *Due to the following reasons, buffer stock is created by the government*

(*i*) A buffer stock of foodgrains is created by the government, so that it can be distributed in food deficit areas and among the poorer strata of society at a price much lower than the market price.

(*ii*) A buffer stock also helps to resolve the problem of food shortage during adverse weather conditions, a disaster or a calamity.

(*iii*) Maintaining buffer stock is a step taken by the government in order to ensure food security.

**10** Write notes on

(*a*) Minimum Support Price (*b*) Buffer stock
(*c*) Issue price (*d*) Fair price shops

*Ans.* (*a*) **Minimum Support Price** (MSP) It is the pre-announced price at which the government purchases foodgrains (rice and wheat) from the farmers in order to create a buffer stock.

The Minimum Support Price is declared by the government every year before the growing season. This provides incentives to the farmers for raising the production of the crops.

The rising Minimum Support Prices of rice and wheat have induced farmers to divert land from the production of coarse grains, the staple food of the poor, to the production of these crops. This have raised the maintenance cost of procuring foodgrains.

(*b*) **Buffer stock** It is the stock of foodgrains (usually wheat and rice) procured by the government through the Food Corporation of India. The foodgrains purchased from the farmers are stored in granaries. This stock of grains is known as buffer stock.

(*c*) **Issue price** It is the price at which government sells foodgrains to the poorer strata of the society through PDS. This price is lower than the market price.

(*d*) **Fair price shops** The food procured by the Food Corporation of India is distributed through government-regulated ration shops which are also known as fair price shops. The prices at which food materials are sold at these shops are lower than the market prices. The low pricing is to benefit the poorer strata of society. That is why, these shops are called fair price shops. Fair price shops keep stocks of foodgrains, sugar and kerosene oil. Any family with a ration card can buy a stipulated amount of these items every month from the nearby ration shop.

**11** What are the problems of the functioning of ration shops?

*Ans.* *The problems in the functioning of the ration shops are*

(*i*) Some of the ration shop dealers adopt malpractices. They illegally divert the grains to the open market for better gains.

(*ii*) Some of the ration shop dealers sell only poor quality of grains.

(*iii*) Some dealers do not open their shops regularly and the poor people cannot draw their ration quota timely.

(*iv*) Due to poor quality of food grains many people do not buy from the ration shops. This leads to piling up of the stock and more deterioration in the quality of food grains in these shops.

**12** Write a note on the role of cooperatives in providing food and related items.

*Ans.* The cooperatives play an important role in food security in India, especially in the Southern and Western parts of the country. *The following points state their role*

(*i*) The cooperatives societies setup shops to sell low priced goods to poor people. e.g. in Tamil Nadu, around 94% shops are run by the cooperatives.

(*ii*) Mother Dairy, in Delhi, sells milk and vegetables to the people at reasonable rate which is decided by Delhi Government.

(*iii*) Amul is another success story of cooperatives in milk and milk products from Gujarat. It has brought about White Revolution in India.

(*iv*) In Maharashtra, Academy of Development Science (ADS) has facilitated a network of NGOs for setting up Grain Banks in different regions.

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# Exam Practice

## Objective Type Questions

**1** What is meant by food security?
(a) Availability of food to rich people
(b) Availability of food to urban people
(c) Availability of food to poor people
(d) Availability of food to all sections of people

*Ans.* (d) Availability of food to all sections of people

**2** When did the famine in Bengal occur?
(a) 1955 (b) 1943 (c) 1922 (d) 1914

*Ans.* (b) 1943

**3** Yellow card is issued to which group of people?
(a) Unemployed people (b) People below poverty line
(c) Rural people (d) All of these

*Ans.* (b) People below poverty line

**4** What does FCI stand for?
(a) Food Company of India
(b) Food Corporation of India
(c) Food Corporate in India
(d) Food Commission of India

*Ans.* (b) Food Corporation of India

**5** Baran district is located in which state where starvation deaths have been reported?
(a) Odisha (b) Gujarat
(c) Rajasthan (d) Bengal

*Ans.* (c) Rajasthan

**6** Buffer stock is created to
(a) distribute foodgrains in the deficit areas
(b) avoid wastage of food
(c) maintain Minimum Support Price
(d) All of the above

*Ans.* (a) distribute foodgrains in the deficit areas

**7** Which group(s) of people is/are generally considered food insecure?
(a) Landless agricultural labourers
(b) People of ill-paid occupations
(c) Backward people
(d) All of the above

*Ans.* (d) All of the above

**8** Foodgrains in Buffer Stock is procured by government through
(a) Food Corporation of India
(b) State government
(c) Ministry of Home Affairs
(d) None of the above

*Ans.* (a) Food Corporation of India

**9** Antyodaya card is a kind of ration card meant for
(a) Poorest of the poor people
(b) average income people
(c) Below Poverty Line people
(d) All of the above

*Ans.* (a) Poorest of the poor people

**10** Rationing in India was introduced in
(a) 1950s (b) 1960s (c) 1940s (d) 1945s

*Ans.* (b) 1960s

**11** Consider the following statements and select the correct option associated with poverty line.
(a) A common method used to measure poverty is based on the income or consumption levels.
(b) Poverty line may not vary with time and place.
(c) A person not having car in India may be considered poor.
(d) In 2011-12 poverty line for a person was fixed at ₹ 916 per month for rural areas.

*Ans.* (a) A common method used to measure poverty is based on the income or consumption levels.

**12** Arrange the following in sequence on the basis of the year in which they were launched starting from the earliest.
i. Antyodaya Anna Yojana (AAY)
ii. Integrated Child Development Services (ICDS)
iii. Food-For Work (FFW)
iv. National Food Security Act

**Codes**
(a) ii, iii, i and iv (b) i, ii, iii and iv
(c) iv, iii, ii and i (d) iii, iv, ii and i

*Ans.* (a) ii, iii, i and iv

## Match the Following

**13**

| List I (Year of Introduced) | List II (Programme) |
|---|---|
| A. 1992 | 1. PDS (Public Distribution System) |
| B. 1997 | 2. TPDS (Targeted Public Distribution System) |
| C. 2000 | 3. AAY (Antyodaya Anna Yojana) |
| D. 2013 | 4. NFSA (National Food Security Act) |

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| Codes | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 |
| (b) | 4 | 3 | 2 | 1 |
| (c) | 3 | 4 | 2 | 1 |
| (d) | 2 | 1 | 4 | 3 |

*Ans.* (a)

## Fill in the Blanks

**14** Under AAY scheme, each eligible family is provided wheat at ..... .

*Ans.* ₹ 2/kg

**15** In ....., Integrated Child Development Service was introduced.

*Ans.* 1975

**16** A new dimension was added by ..... to food security emphasising on the access to food through entitlements.

*Ans.* Amartya Sen

**17** To distribute food grains to the poorer sections of the society, it is sold at a price lower than market price which is known as ..... price.

*Ans.* Issue

**18** In India, there are three types of ration cards Antyodaya Cards, BPL Cards and ..... .

*Ans.* APL cards

## Correct and Rewrite

**19** To support the farmers, government announces AAY but it raises the maintenance cost of procuring food grains by the PDS.

*Ans.* To support the farmers, government announces MSP, but it raises the maintenance cost of procuring food grains by the FCI.

**20** If the increase in production of wheat and rice has brought white revolution in India then the rise in milk and milk products has ushered Green revolution.

*Ans.* It the increase in production of wheat and rice has brought green revolution in India then the rise in milk and milk products has ushered white revolution.

## Assertion/Reason

**21** **Assertion** (A) The most devastating famine that occurred in India was the Famine of Bengal in 1943.
**Reason** (R) Lack of foodgrain mainly rice in 1943 affected such a famine in Bengal.

**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (c) A is true, but R is false

**22.** **Assertion** (A) A large section of people suffer from food and nutrition insecurity in India.
**Reason** (R) The social composition along with the inability to buy food also plays a role in food insecurity.

**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (b) Both A and R are true, but R is not the correct explanation of A

**23** **Assertion** (A) Food imports and previous years stocks may ensure food availability but the same cannot ensure food affordability.
**Reason** (R) Government can make the food available but for the affordability an individual should have enough money to buy sufficient quantity and nutritious food.

**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

*Ans.* (a) Both A and R are correct and R is the correct explanation of A

## Case Based Question

**24** Hariya works as a casual labourer in the farms owned by the village sarpanch. He is employed from July to September in Sarpanch's rice fields and from October to January in cattle farms. When is Hariya food insecure?
(a) July - January
(b) September - October
(c) June - February
(d) February - June

*Ans.* (d) February - June

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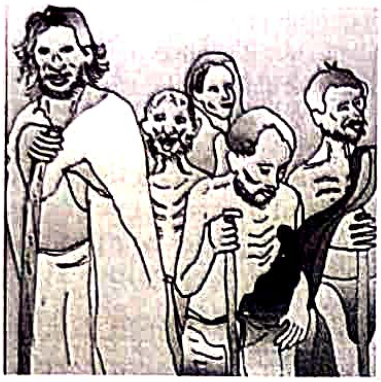
## Picture Based Questions

**25** See the picture and choose the title that closely relates to the given picture.



(a) Self-sufficiency in food grains
(b) Fair Price Shops
(c) Massive starvation & food insecurity
(d) Types of hunger

*Ans.* *(c)* Massive starvation & food insecurity

**26** Study the picture carefully and choose the title that closely relates to the given picture-

(a) Buffer Stock (b) Food Corporation of India
(c) Minimum Support Price (d) Rationing

*Ans.* *(d)* Rationing

**27** What do you understand by food security?

*Ans.* Food security refers to the assurance of food to all people at all times. Food security is ensured through availability, accessibility and affordability of food.

## Very Short Answer Questions

**28** What do you mean by availability of food?

*Ans.* Availability of food means the food currently available in the country including countrys food production and food imports.

**29** What do you mean by accessibility of food?

*Ans.* Accessibility means that food is within reach of everybody.

**30** What do you mean by affordability of food?

*Ans.* Affordability means that people can buy enough quantity of nutritious food to fulfill their requirement.

**31** Which was the most devastating famine that occurred in India during the 20th century?

*Ans.* The most devastating famine was the famine of Bengal in 1943, in which 30 lakh people died.

**32** From which places of Odisha are starvation deaths reported?

*Ans.* Starvation deaths are reported from Kalahandi and Kashipur in Odisha, as these areas are prone to famine-like conditions on a regular basis.

**33** What do you mean by hunger?

*Ans.* Hunger refers to lack of food. In economics, the term hunger can be associated with food insecurity caused due to poverty.

**34** Define chronic hunger.

*Ans.* Chronic hunger is a consequence of persistently inadequate diets in terms of quality and/or quantity.

**35** Which groups of people suffer from food insecurity the most?

*Ans.* Beggars, casual labourers, etc are categories of people having an uncertain income. They suffer from food insecurity the most.

**36** What do you mean by buffer stock?

*Ans.* Buffer stock is the stock of foodgrains (mainly rice and wheat) procured by the government. The Food Corporation of India maintains and manages the buffer stocks.

**37** Explain Public Distribution System.

*Ans.* Public Distribution System is a food intervention programme that aims to provide foodgrains and other essential items to poor people. The PDS is operational through ration shops spread throughout the country.

**38** What is a Subsidy?

*Ans.* Subsidy is a payment given by the government to the producers so that there cost of production decreases. In this way, the producers can produce at cheaper prices and earn good income by the sale of that commodity in the market.

**39** What are cooperative societies?

*Ans.* Cooperative societies are organisations that set up shops to sell essential items at low prices. These are managed by local people or the government. Mother Dairy and Amul are examples of successful cooperative societies.

EXAM PRACTICE

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## Short Answer (SA) Type Questions

**1** What do you understand by the different dimensions of food security?

*or* What are the three dimensions of food security?

*or* Define the term 'food security' and explain its three dimensions.

*Ans.* Food security can be defined as the availability, accessibility (including entitlements) and affordability of food to all people at all times. *The dimensions of food security are*

(*i*) **Availability of food** It means food production within the country, food imports and the previous years stock in government granaries.

(*ii*) **Accessibility** It means food is within reach of every person.

(*iii*) **Affordability** It means an individual has enough money to buy sufficient, safe and nutritious food to meet his dietary need.

**2** Describe the impact of famine?

*or* What is a famine? How are people affected by a famine?

*Ans.* A famine is characterised by widespread deaths due to starvation and epidemics caused by forced use of contaminated water or decaying food and loss of body resistance due to weakening from starvation.

This occurs due to a severe shortage of food resulting from crop failure or other calamity. This increases the price of food drastically, making it unaffordable for the weaker sections of the population.

**3** "Hunger is an important aspect indicating food insecurity." Give an argument in favour of this statement alongwith its dimensions.

*Ans.* Hunger is not just an expression of poverty, it brings about poverty. The attainment of food security therefore involves eliminating current hunger and reducing the risks of future hunger. Therefore, hunger is an important aspect of indicating food insecurity.

Hunger has chronic and seasonal dimensions. Chronic hunger is a consequence of diets continuously inadequate in terms of quantity and quality due to low income. Seasonal hunger is related to cycles of earning, when people get work and eat proper food. But when they do not get work then they suffer from hunger.

**4** Read the two case studies given below and answer the questions that follow

I. Fareed runs a small tea stall besides a bank. He is able to provide two meals a day to his family of four. However, the meals lack in nutritional value like green leafy vegetables, dals, curd, etc.

II. Arjun is a worker in the woollen factory and is able to provide two square meals a day to his family of four during the winter months. However, during the summer months, when he is unemployed and has to take up casual jobs, he can't afford this.

(*a*) Which of the given families faces chronic hunger and why?

(*b*) Which of the given families faces seasonal hunger and why?

(*c*) Where in India would you find a greater proportion of people suffering from seasonal hunger and why?

*Ans.* (*a*) Fareed's family faces chronic hunger because its diet is regularly deficient in quantity and quality as Fareed is not having enough income to buy an adequate standard of food.

(*b*) Arjun's family faces seasonal hunger, because during summer he is out of work and so not able to provide his family even two proper meals on a regular basis.

(*c*) In rural areas, we find a greater proportion of people suffering from seasonal hunger because the agricultural labourers are only employed for a few months in year. Apart from agriculture, other sources of earning are not developed so workers remain without work.

**5** What is common in a casual labourer, cobbler, petty shopkeeper, auto-rickshaw driver, beggar, gardener, cycle mechanic and a roadside barber?

Explain the relationship between their nature of work, income earned and poverty faced.

*Ans.* All these people face chronic and/or seasonal hunger because of the nature of their activities.

*This is explained in the table below*

| Nature of Work | Income Earned | Poverty Faced |
|---|---|---|
| Casual labourer | Irregular and low | Both chronic and seasonal hunger |
| Cobbler | Irregular | Chronic hunger |
| Petty shopkeeper | Irregular | Chronic hunger |
| Auto-rickshaw driver | Irregular | Chronic hunger |
| Beggar | Irregular and low | Chronic hunger |
| Gardener | Irregular | Both chronic and seasonal hunger |
| Cycle mechanic | Irregular | Chronic hunger |
| Roadside barber | Irregular | Chronic hunger |

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**6** How do Fair Price Shops help food distribution in India?

*Ans.* Fair price shops provide foodgrains like wheat, rice, sugar and kerosene oil on a monthly basis to ration card holders at lower than the market prices. This enables the poorer sections of society to have food security. There are more than 5.5 lakh Fair Price Shops to help food distribution in India.

The fair price shops sells food items to people at different prices depending on the type of ration card they hold. There are three types of ration cards i.e. for APL, BPL and Antayodaya families.

**7** You are the leader of a team of your school. This team was asked to visit a famine prone area. You have to report to your principal. Which problems, that you had seen there, you are going to report?

*Ans.* *The following problems would be reported*

(*i*) Non-availability of foodgrains
(*ii*) Prolonged starvation
(*iii*) Extreme unhygienic conditions
(*iv*) Probable spread of epidemics
(*v*) Large scale death of men and cattle.

**8** Read the given sources and answer the following questions

**Source A Why Food Security?**

Due to a natural calamity, say drought, total production of food grains decreases. It creates a shortage of food in the affected areas. Due to shortage of food, the prices goes up. At the high prices, some people cannot afford to buy food. If such calamity happens in a very wide spread area or is stretched over a longer time period, it may cause a situation of starvation. A massive starvation might take a turn of famine.

(i) How does the situation of starvation arise?

**Source B Food Security Means**

Food security means availability, accessibility and affordability of food to all people at all times. The poor households are more vulnerable to food insecurity whenever there is a problem of production or distribution of food crops.

Food security depends on the Public Distribution System (PDS) and government vigilance and action at times, when this security is threatened.

(ii) To what extent do you think that food security depends on government?

**Source C What is Buffer Stock?**

Do you know why this buffer stock is created by the government? This is done to distribute foodgrains in the deficit areas and among the poorer strata of the society at a price lower than the market price also known as Issue Price. This also helps resolve the problem of shortage of food during adverse weather conditions or during the periods of calamity.

(iii) How is food secured ensured in a country?

*Ans.* (*i*) Situation of starvation arise when any calamity happens in a very widespread area or is stretched over a large time period.

(*ii*) Food security depends on government to a large extent as it is a major role of the PDS to see that food is properly distributed in the country. Since PDS is a government department therefore it is for the government to ensure food security.

(*iii*) Food security is ensured in a country only if enough food is available for all persons. Moreover, people should have the capacity to buy food of acceptable quality and there is no barrier on access to food.

## Long Answer (LA) Type Questions

EXAM PRACTICE

**1** Where did the Great Famine of 1943 take place? How many people were killed in this famine? How are we prepared to handle such a situation if it occurs now?

*Ans.* The Great Famine of 1943 took place in West Bengal. It was the most devastating famine that occurred in India. This famine killed 30 lakh people in Bengal. The incidence like this has not happened in India again. *India's preparedness to fight 1943 like situation are*

(*i*) Enough food is available for all the persons as India is aiming at self-sufficiency of food grains.
(*ii*) All persons have the capacity to buy food of acceptable quality.
(*iii*) There is no barrier on access to food.
(*iv*) Through Buffer Stock and PDS government has ensured availability of food to all sections of the society.

**2** Explain the measures adopted by the government of India to achieve self-sufficiency in foodgrains.

*or* How has India achieved self-sufficiency in foodgrains since independence? Describe.

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*Ans.* After independence, Indian policy makers adopted all measures to achieve self-sufficiency in foodgrains.

*Following measures were adopted by government of India to achieve self-sufficiency in foodgrains*

(*i*) India adopted a new strategy in agriculture, which resulted in 'Green Revolution' especially in the production of wheat and rice.

(*ii*) The government has made the provision of buffer stock meant to distribute foodgrains in the deficit areas and among the poorer strata of society at a price lower than the market price.

This also helps to resolve the problem of shortage of food during adverse weather conditions or during the periods of calamity.

(*iii*) The government has made provision of Public Distribution System (PDS). This is meant for distribution of foodgrains through government regulated shops among the poorer sections of the society.

(*iv*) The government has also initiated several programmes like Poverty Alleviation Programmes (PAPs) and Food for Work Programme to ensure affordability of food by providing employment.

**3** What are the major functions of the Food Corporation of India?

*Ans.* *The Food Corporation of India was set up to fulfil the following objectives of the National Food Policy*

(*i*) Supporting and encouraging crop production by declaring MSP so that farmers can sell their crops to FCI.

(*ii*) Distribution of foodgrains throughout the country through the Public Distribution System.

(*iii*) Maintaining a satisfactory level of buffer stocks of foodgrains to ensure National Food Security.

(*iv*) Intervention in the foodgrains market whenever required for regularising the prices.

FCI has played a significant role in India's success in providing food security by maintaining buffer stocks.

**4** Highlight the journey of the rationing system in India.

*Ans.* The rationing system is a system of distribution of scarce resources in a controlled way. This system began in India in 1940s against the back drop of Bengal famine.

*The following points highlight the journey of rationing system in India*

(*i*) The rationing system was introduced in India during British rule.

(*ii*) It was revived after independence due to an acute shortage of foodgrains, prior to the Green Revolution.

(*iii*) Due to a high incidence of poverty in the mid-1970s, Public Distribution System (PDS) for foodgrains was strengthened.

(*iv*) Under PDS, ration shops were established throughout the country that provides wheat, rice, sugar, kerosene at prices much lower than the market price.

(*v*) At present, the ration shops sell food grains at low prices to three categories of ration card holders i.e APL, BPL and AAY.

**5** Read the extract given below and answer the following questions.

The increased food grains procurement at enhanced MSP is the result of the pressure exerted by leading foodgrain producing states, such as Punjab, Haryana and Andhra Pradesh. Moreover, as the procurement is concentrated in a few prosperous regions (Punjab, Haryana, Western Uttar Pradesh, Andhra Pradesh and to a lesser extent in West Bengal) and mainly of two crops wheat and rice increase in MSP has induced farmers, particularly in surplus states, to divert land from production of coarse grains, which

is the staple food of the poor, to the production of rice and wheat. The intensive utilisation of water in the cultivation of rice has also led to environmental degradation and fall in the water level, threatening the sustainability of the agricultural development in these states.

(i) Which states achieved the highest rate of growth in foodgrain production?

(ii) What is the impact of intensive utilisation of water in the cultivation of rice on the environment?

(iii) How has Minimum Support Price (MSP) supported the farmers?

*Ans.* (*i*) Punjab and Haryana, achieved the highest rate of growth in foodgrain production.

(*ii*) The intensive utilisation of water in the cultivation of rice has also led to

(a) Environmental degradation and fall in the water level,

(b) This has threatened the sustainability of the agricultural development in the states of Punjab and Haryana.

(*iii*) *Minimum Support Price supported farmers in the following ways*

- The farmers are encouraged to raise their agricultural production.
- MSP raises the income of the farmers by which they can buy more agricultural inputs for better yields.

EXAM PRACTICE

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# Self Assessment

## Objective Type Questions

1. At what price does the government purchase the foodgrains for having a buffer stock?
   (a) Controlled price
   (b) Issue price
   (c) Minimum support price
   (d) Maximum support price

2. In which year was ICDS introduced?
   (a) 1965
   (b) 1975
   (c) 1985
   (d) 1995

3. Consider the following statements and select the correct option related with chronic hunger.
   (a) Chronic hunger is a consequence of a diet regularly deficient in quantity and quality.
   (b) Chronic hunger has reduced in urban areas.
   (c) It has reduced in urban areas 4.3% of households in 1983.
   (d) It has reduced 0.8% in rural areas in 1983.

4. Arrange the following in sequence of the years in which they were launched starting with the earliest.
   i. TPDS ii. AAY iii. ICDS iv. FFW
   **Codes**
   (a) i, iii, iv and ii
   (b) i, ii, iii and iv
   (c) iv, i, ii and iii
   (d) iii, iv, i and ii

5. ..... is a food intervention programme.

6. What are the types of ration card currently issued?

## Short Answer (SA) Type Questions

7. Why is it necessary to provide food security in India?

8. Distinguish between Issue Price and MSP.

## Long Answer (LA) Type Questions

9. Why is a ration shop called 'Fair Price Shop'? Why does government have a system of different ration cards?

10. Why does every government need to maintain a buffer stock and how does it help?

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# PROJECT REPORT

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# PROJECT REPORT

A project report is a written document of what the *analyser* analyses in his/her project work. The project report needs to be prepared with great care and consideration.

## ELEMENTS OF THE PROJECT

*Try to ensure that your report contains the following elements*

### *Title Page*

This should include the project title, name of the company/product on which you are conducting your research and name of the student. You can also list the name of your school, class and subject teacher.

### *Acknowledgement*

It is usual to thank those individuals, who have provided particularly useful assistance, technical or otherwise, during your project through acknowledgement.

### *Content Page*

This should list the main sections and sub-sections of your report. Choose self-explanatory titles with their respective pages and use double spacing for clarity. Content should be impressive and explanatory, so that the reader would clearly understand the purpose of the project.

### *Introduction*

This is one of the most important component of the project report. It should begin with a clear statement of what the project is about, so that the nature and scope of the project can be understood by the reader. It should summarise everything which you set out to achieve and provide a clear summary of the project's background, relevance and main contributions. The introduction should set the context for the project and should provide the reader with a summary of the key things to look out for, in the remainder of the report. It is useful in stating the main objectives of the project as part of the introduction.

### *Background*

The background section of the report should set the project into action. It specifies the problem, what remedial actions are taken, what are its effects etc. It proposes the layout of the whole project.

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### Body of Report

The central part of the report usually consists of three or four sections detailing the technical work undertaken during the project. The structure of these sections is highly project dependent. They can reflect the chronological development of the project. It includes the detailed description regarding the matter of the project.

### Evaluation

This might involve quantitative and qualitative evaluation such as expressibility, functionality, ease-of-use, etc of a product. At some point, you should also evaluate the strengths and weaknesses of what you have done. It includes certain questionnaires, sampling test, etc. which help in evaluating the result on the basis of truths and facts.

### Conclusion

The conclusion should list the things, which have been learnt as a result of the work you have done. It shows the ultimate response of the project undertaken by a student. It should be expressive and impressive, so that a reader would clearly evaluate the result and rate you on the basis of your presentation.

## CBSE PROJECT ON DISASTER MANAGEMENT

A disaster is an event which results in widespread human loss, accompanied by loss of livelihood and property and causing suffering and loss in a particular area. It affects the community by a significant loss of lives, property and livelihood, besides giving a blow to the economy. Society requires external help to cope with these losses. The world is changing fast, more people are becoming vulnerable to disasters, often unable to tackle the situation. Here comes the necessity of disaster management. Disaster management covers the range of activities designed to maintain control over disasters/emergency situations and to provide a framework for helping people to avoid, reduce the effects of disaster or recover from the impact of disasters.

In CBSE syllabus, every student of class IX has to compulsorily undertake one project on Disaster Management. It is carefully designed to

(*i*) Create awareness in learners
(*ii*) Enable them to understand and corelate all aspects of disaster management
(*iii*) Relate theory with practice
(*iv*) Relation of different aspects with life
(*v*) Provide hands on experience

In order to realise the expected objectives completely, it would be required of the Principals/teachers to muster support from various local authorities and organisations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/Deputy Commissioners, Fire Service, Police, Civil Defense etc in the area where the schools are located. The teachers must ensure judicious selection by students of projects.

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The topic of the project must be relevant to our country and society. Student should collect information from different newspapers, magazines, news channels and websites. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure. The Project Report should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. Student must paste lots of pictures related to the topic. He/she should represent the topic by covering all relevant aspects. The projects should be decorated properly.

## Assessments of the Project

The distribution of marks over different aspects relating to project work is as follows:

| S.No. | ASPECTS | MARKS |
|---|---|---|
| 1. | Content accuracy, originality and analysis | 2 |
| 2. | Presentation and creativity | 2 |
| 3. | Viva Voce | 1 |

The project carried out by the students subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc. All documents pertaining to assessment of the project should be meticulously maintained by the concerned teacher of the school. A teacher should prepare a summary report by highlighting the following topics

- Objectives realised through individual or group interactions;
- Calendar of activities;
- Innovative ideas generated in this process;
- List of questions asked in viva voce.

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# PROJECT WORK

| | | |
|---|---|---|
| Title of the Project | : | Disaster Management |
| Topic of the Project | : | The Himalayan Tsunami, 2013 |
| Objective | : | The case study will help to understand the reasons for the 2013 disaster and to find out ways to avoid such disasters in future. |
| Name | : | ..... |
| School | : | ..... |
| Year | : | ..... |
| Class | : | ..... |
| Submitted To | : | ..... |

PROJECT REPORT

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# ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my teacher_____ as well as our Principal _____ who gave me the golden opportunity to do this wonderful project on the topic 'The Himalayan Tsunami, 2013'.

This project helped me a lot in gaining adequate knowledge about the topic. I have completed this project after proper analysis and research and I came to know about so many new things.

I am really thankful to all of my friends, co-partners and guide, who have devoted their precious time in completing my project. Secondly, I would also like to thank my parents or guardians who helped me a lot in finishing this project within the prescribed time.

I am making this project not only for marks but also to increase my knowledge and intellect development.

Thanks again to all who helped me.

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# CERTIFICATE

This is to Certify that the project work 'The Himalayan Tsunami, 2013' is the bonafide work of ..... (Name of the student) who carried out the work under my supervision .....

_____

Name and Signature of
Teacher/Supervisor).

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| S.No. | Particulars |
|---|---|
| 1. | Introduction |
| 2. | The Worst Disaster Happened |
| 3. | The Causes Behind the Disaster |
| 4. | Impact of the Disaster |
| 5. | Emergency Rescue and Relief Operatioons by Different Agencies |
| 6. | Rescue and Relief Operations : An Overview |
| 7. | Conclusion : Lessons Learnt from this Disaster |

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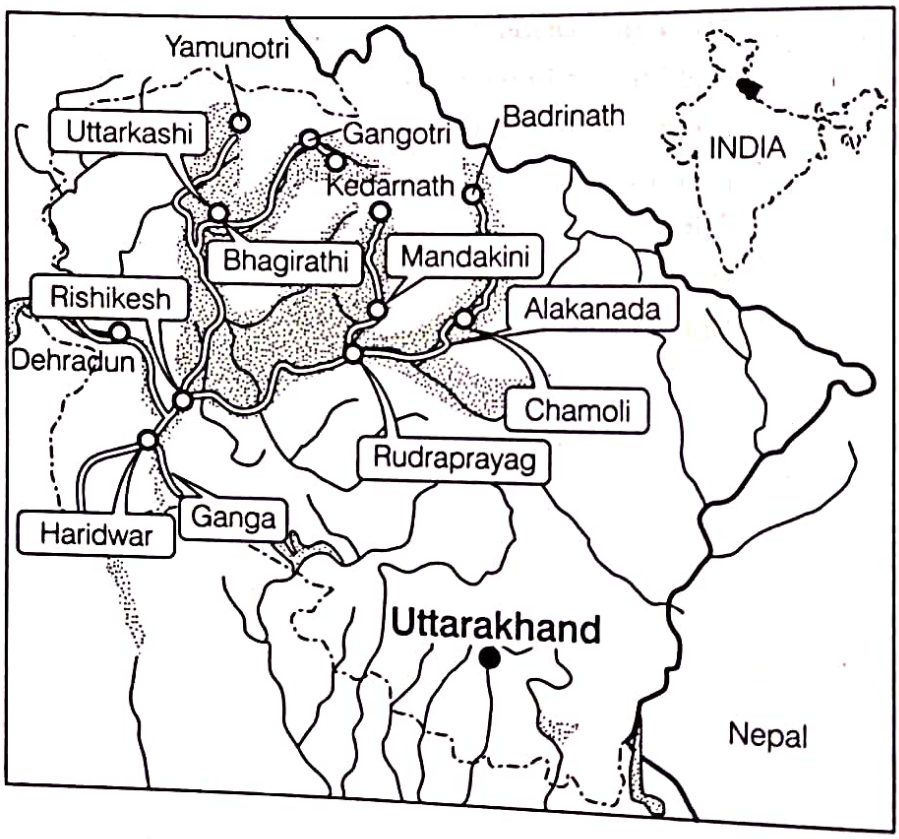
# INTRODUCTION

A disaster is an event that causes a lot of harm or damage. Disaster management is the organisation of resources and responsibilities for dealing with all humanitarian aspects of emergencies in order to lessen the impact of disasters. Uttarakhand is an Indian Himalayan state known for its rich spiritual and religious tourism, ecological richness and diversity, cultural ethos rooted in traditions. But this region is also known for its fragility of ecological and geological systems. Due to geo-climatic, ecological and socio-economic setting, the region is very vulnerable to natural disasters.

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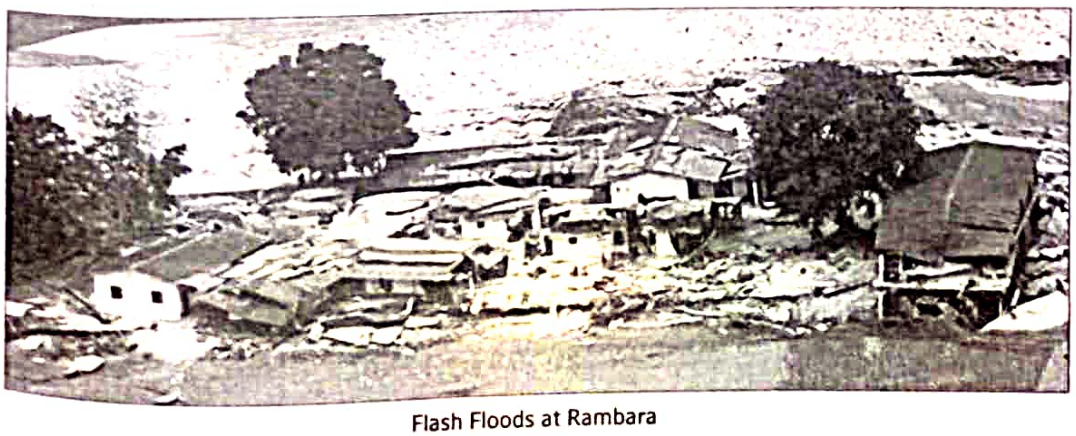
# THE WORST DISASTER HAPPENED

On June 2013, the state of Uttarakhand suffered its worst disaster in the living memory resulting in huge loss of lives and widespread destruction of infrastructure across the state. This disaster is popularly known as **Himalayan Tsunami 2013.** The disaster 2013 can be attributed to widespread exceptionally heavy rainfall across the state. The entire state was hit by 'heavy' to 'very heavy' rain fall resulting into flash floods and landslide in numerous areas. The districts of Bageshwar, Chamoli, Pithoragarh, Rudraprayag and Uttarkashi were the most affected areas.

The meteorological stations near Chorabari glacier recorded 325 mm rainfall at the base of the glaciers in two days on 15th and 16th June, 2013. Due to heavy down pour, the town of Rambara completely washed away in the evening of 16th June. The second event occurred on 17th June, 2013 at 6.45 am. It was caused by overflow and collapse of the moraine dammed Chorabari Lake which released large volume of water that caused another flash flood in the Kedarnath town leading to heavy devastation downstream.

Kedarnath at the time of disaster



Flash Floods at Rambara

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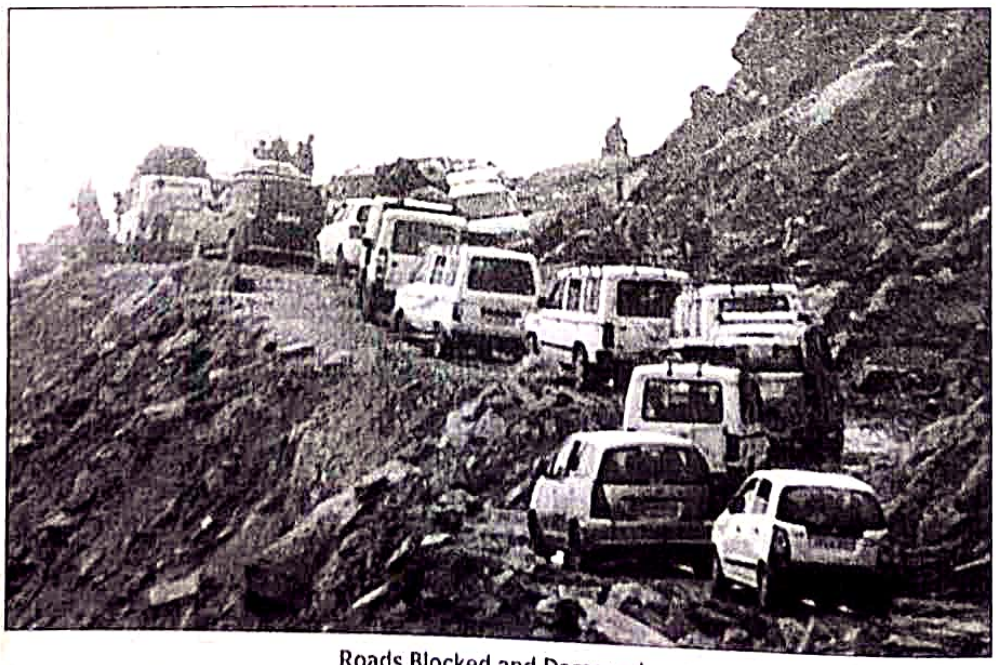
Houses Damaged

The torrential rains coupled with the collapse of the Chorabari lake led to flooding at the Kedarnath shrine and its adjacent areas of Rambara, Agastyamuni, Tilwara and Guptkashi. Other pilgrimage centres like Gangotri, Yamunotri and Badrinath, which are visited by thousands of devotees during the summer season were also severely affected. People were stranded for days to weeks at many isolated regions like Harshil, Roopkund and Hemkund Sahib. Over one lakh people were stuck in various parts of the state due to damaged roads, landslides, flash flood induced debris and absence of transport and communication.



Roads Blocked and Damaged

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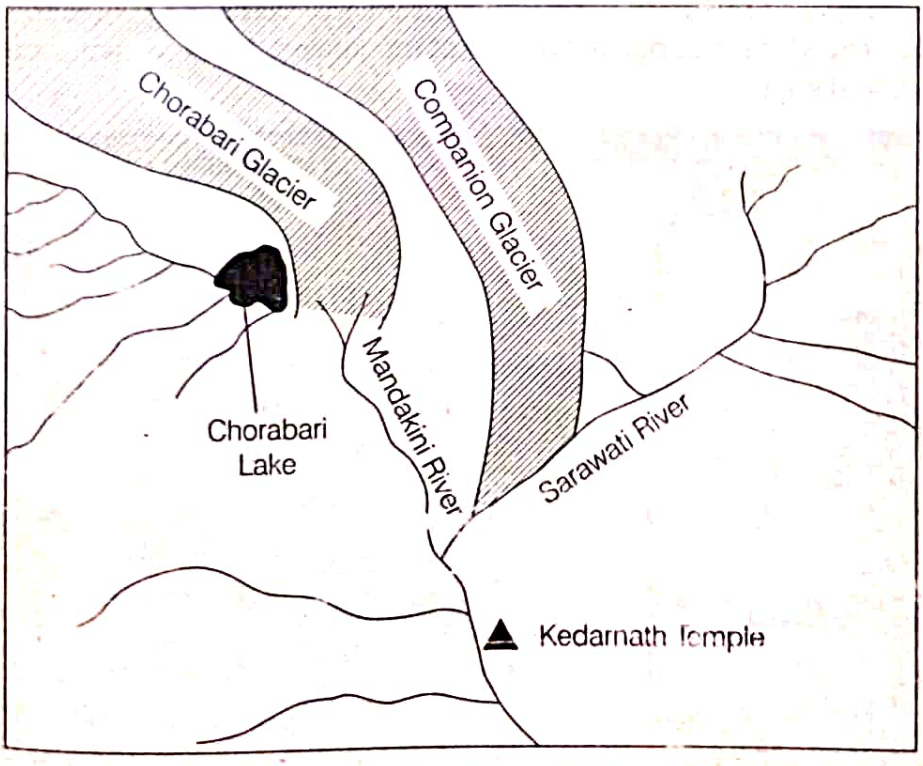
# THE CAUSES BEHIND THE DISASTER

From 14th to 17th June, 2013, Uttarakhand and adjoining areas received heavy rainfall which was about 37.5% more than the normal rainfall in monsoon. This caused the melting of Chorabari Glacier at the height of 3800 metres and eruption of the Mandakini river. Heavy rainfall for four consecutive days as well as melting snow aggravated the floods. Combined with the snowmelt, the June downpour caused heavy flooding in countless sites along the six tributaries of the Ganges that originate here.

An hour or two before the flash flood, scientific observers posted at the Chorabari lake, about a mile and half upstream from Kedarnath heard a loud bang. It may have been the noise of an avalanche or landslide that knocked loose the natural dam of ice and rock holding back the lake - draining it in minutes and sending the full force of waters down on to the town below.

There are about 20,000 glacial lakes in the whole Himalayan Range. More than 200 of these lakes have been classified as potentially dangerous. Scientists are monitoring all these lakes. Scientists explain that heavy snowfall in March, April and May is another cause for heavy rainfall. By June, the snow starts melting, thereby increasing the water levels in Himalayan rivers. Scientists of oceanography said that this disaster could have been caused by the paucity of low pressure systems (convective activity) in the Western pacific ocean.

The convective activity is associated with low pressure systems and these attract moisture bearing winds. This brought about a rapid advance of the monsoon across the subcontinent by winds originating in the Western Indian ocean. The intense rainfall in June actually helps in causing the snow to melt at a much faster rate.




The satellite view of Kedarnath Area

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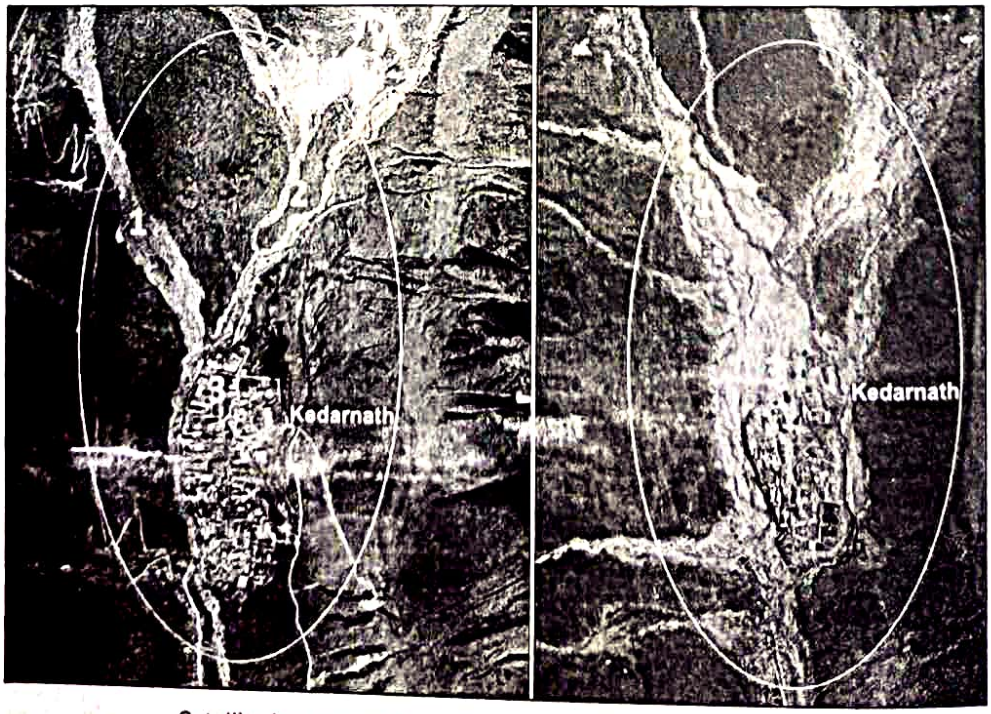
In Uttarakhand flash floods are very common hydro-meteorological hazards which occur due to excessive or high rainfall combined with rapid snowmelt, bursting of natural or constructed dams, cloud bursts etc. These floods are devastating because of the high velocity of water with huge energetic capacity to carry away everything on its way.

Every year Uttarakhand's Garhwal region receives pilgrims in thousands for Chhota Char Dham Yatra i.e. Gangotri, Yamunotri, Kedarnath and Badrinath. It also receives rains and suffers flood. But this time the loss is horrifying. According to Char Dham control room records, there were 26,000 people in Kedar valley on June 16th. This is where the temple is located. Records also show that 39,000people had left the valley that day for Badrinath, Gangotri, Yamunotri and Hemkund Sahib. The government's figure of about 800 total deaths is too conservative.

The number clearly is in many thousands. The raging Bhagirathi, Alaknanda and Mandakini have swollen like never before and swept away whatever came in their way. According to Rakesh Sharma, state infrastructure development commissioner 2052 houses have been wiped out, 147 bridges have collapsed and 1307 roads have destroyed. The upper region of Uttarakhand was ruined beyond imagination.

**Expansion of hydel projects, roads and tourism is making the Himalaya in Uttarakhand crumble.** Experts said that unabated expansion of hydro-power projects and construction of roads to accommodate ever increasing tourism, especially religious tourism, are also major causes for the unprecedented scale of devastation. For the heavy traffic of tourists, government has to construct new roads and widen the existing ones. The Ganga in the upper reaches has been an engineer's play ground.

The Central Electricity Authority and the Uttarakhand Power Department have estimated the river's hydroelectric potential at some 9000 MW and have planned 70 odd projects on its tributaries. The rampant construction be it roads, hotels or dams has rendered the mountains unstable and destroyed the ecological balance of mountains. All these factors are responsible for this 'man-made disaster.'




Satellite image of Kedarnath-Before and After the Disaster

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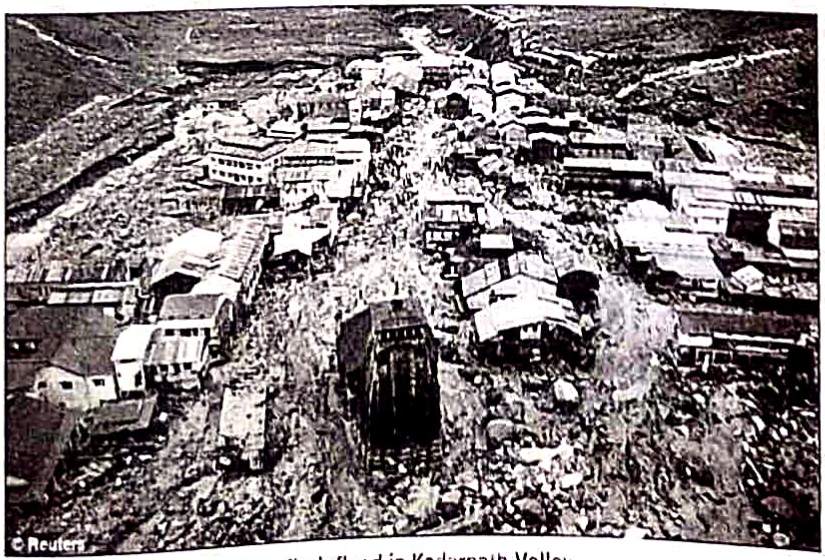
# IMPACT OF THE DISASTER

The disaster caused heavy loss of precious lives and extensive damage to private properties and public infrastructure. More than nine million people were affected by the flash floods. The five districts namely Bageshwar, Chamoli, Pithoragarh, Rudraprayag and Uttarkashi were the worst affected.

As far as casuality to human lives is concerned, state Government on 9th May, 2014 informed a total of 169 people died and over 4,021 people were reported missing (presumed to be dead) from different states of India. As per report, a total 4,200 villages were affected, 11091 livestock were lost and 2513 houses were fully damaged. More than 70,000 tourists and 1,00,000 local inhabitants were stranded in the difficult mountain terrain of the upper reaches of the Himalayas. The extent of damage as reported by State government is depicted in Table below :

| S NO | Item | Details |
|---|---|---|
| 1. | Number of affected Districts | 13 |
| 2. | Number of dead and missing persons (Presumed to be dead) | (169+4021) |
| 3. | No of damaged Houses | |
| | (i) Fully damaged Pucca houses | 2119 |
| | (ii) Severely damaged pucca houses | 3001 |
| | (iii) Partially damaged pucca houses | 11,759 |
| | (iv) Fully damaged Kuchha houses | 394 |
| | (v) Severely damaged Kuchha houses | 360 |
| | (vi) Number of kuchha houses partially damaged | 1,676 |
| | (vii) Number of huts damaged | 471 |
| | (viii) Cowsheds damaged | 361 |
| 4. | Animals Lost | |
| | (a) No. of big animals lost | 3280 |
| | (b) No of small animals lost | 7811 |

*Indian Disaster Report 2013 (Uttarakhand Government)




After flash flood in Kedarnath Valley

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# EMERGENCY RESCUE AND RELIEF OPERATIONS BY DIFFERENT AGENCIES

Search, rescue and relief operations during Uttarakhand disaster were the most difficult operation carried out in the Indian history of disaster management.Various central and state government and non - government agencies played a significant role in making this operation successful, despite all the adverse conditions. All helped in the evacuation and relief operations. The Indian Air force, the Aviation Corps of the Indian Army and the Civil helicopters engaged by the Civil Aviation Department of the state government played a significant role in the rescue operations.

Without their dedicated service, the rescue operations would not have succeeded. All the relevant central ministries were mobilised as soon as the matter came to the notice.The National Disaster Response Force (NDRF) was asked to send their teams to Uttarakhand on 16th June itself. Government of India supported the state government in carrying out its evacuation and relief operations by providing support of armed forces and paramilitary forces, including NDRF. To restore the communication, 105 satellite phones were distributed by the government of India to various central and state agencies. Besides BSNL, restoration of communication were closely monitored by the National Crisis Management Committee.

Soon after the disaster struck, the state government initiated massive rescue and evacuation operations with the help of various central and state government agencies, like the Army, Air force and Central Paramilitary forces (ITBP, NDRF). Approximately 1,20,000 persons were stranded/ trapped in different locations including both pilgrims and local residents. They were safely evacuated and taken to the relief camps. The pilgrims were there after helped to board trains, buses or take their private transport/taxies etc to their home stations. The major part of the evacuation was accomplished in less than a fortnight making it one of the largest and swiftest rescue operation by the civil administration.

Rescue Operations

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Ministry of Home Affairs decided to depute NDRF to Kedarnath valley. The valley was completely cut off from all land routes and the only mode of reaching the valley was through helicopters. The NDRF team was air dropped at Kedarnath. In extreme harsh weather conditions and with almost no support structure at Kedarnath, the NDRF personnel exhibited exceptional dedication to duty.

The NDRF personnel carried out search and rescue operations in Kedarnath's jungle and remote areas. During operation NDRF personnel successfully rescued 9,044 people from different affected areas of Kedarnath (1053), Jungle chatti (907), Gaurikund (756), Guptkashi (1281), Sonprayag (2000), Sukhitop (120), and Badrinath (2,927). In addition, NDRF also rescued 14 foreigners of Singapore. The team provided medical aid to 881 pilgrims/tourists.

Rescue Operations

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# RESCUE AND RELIEF OPERATIONS-AN OVERVIEW

- NDRF deployed 14 teams for the operation and rescued more than 9,044 persons.
- ITBP (Indo-Tibetan Border Police) had deployed about 1600 personnel for the operation and rescued more than 33,000 persons.
- IAF (Indian Air force) had deployed about 45 helicopters for the operation and rescued more than 23,500 persons.
- Indian Army had deployed 8000 personnel including 150 special forces Troops and rescued more than 38,500 persons. 12 army helicopters were also deployed.
- Twenty civil air crafts were utilised by the state Government in the operations which evacuated approximately 12,000 persons.
- Nehru Institute of Mountaineering, Uttarkashi, formed five rescue teams of 20 instructors and local youth, and evacuted more than 6,500 stranded persons.
- More than 1,35,000 persons were evacuated from the affected areas in the shortest possible time, notwithstanding widespread destruction of roads, difficult terrain and extremely hostile weather.

Rescue Operations

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# CONCLUSION

## *Lessons learnt from this disaster*

The disaster revealed several infirmities in our preparedness, which need to be rectified at the earliest. Some of the important lessons learnt and key recommendations are listed below :

1. Flood Plain Zoning Act regulating construction within the flood plain of a river should be implemented strictly.
2. For clearance of all hydro-power and other mega projects in ecologically sensitive regions like Uttarakhand, the Disaster Impact Assessment (DIA) should also be made compulsory besides Environmental Impact Assessment (EIA).
3. Landslide risk zonation mapping be completed on priority basis.
4. Effective stabilisation of slopes in shear and weak zones be undertaken using scientific techniques available at national/ international levels.
5. Blasting for developmental activities be avoided as it may destabilize the weak rocks in mountaineous regions.
6. A special central programme be undertaken for construction of new roads and renovation of existing roads in a scientific manner.
7. Disaster management plans should be regularly reviewed and updated to enhance preparedness.
8. Emergency support organisations at state level *viz*, SDRF/Civil Defense and Home Guards be organised, trained and equipped to perform their role more effectively.
9. Tourism related development should not be allowed along the river banks.
10. Stockpiling of essential items like food grains, blankets, medicines etc must be ensured at block/panchayat levels in designated areas to be used during an emergency.

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# VIVA VOCE

**1.** ***The Himalayan Tsunami disaster happened in which state?***

**Ans.** Uttarakhand.

**2.** ***On which dates the Himalayan Tsunami disaster took place?***

**Ans.** On 16th and 17th June.

**3.** ***Name two most affected districts by that disaster.***

**Ans.** Chamoli and Pithoragarh.

**4.** ***Where exactly is Kedarnath temple located?***

**Ans.** In Kedar valley along Mandakini river.

**5.** ***Which events caused the Himalayan Tsunami disaster?***

**Ans.** Torrential rains at Chorabari glacier and collapse of Chorabari lake causing flash floods.

**6.** ***Name other holy places located near Kedarnath.***

**Ans.** Badrinath, Hemkund Sahib, Gangotri.

**7.** ***Name of major river that flooded the adjoining areas of Kedarnath.***

**Ans.** Mandakini river.

**8.** ***Which town got completely washed away on 16th June?***

**Ans.** The town of Rambara.

**9.** ***Apart from natural causes, what are the manmade causes of such a disaster?***

**Ans.** Unabated expansion of hydro power projects, over construction of roads, hotels and dams along the path of the three rivers i.e. Bhagirathi, Alaknanda and Mandakini.

**10.** ***Who carried the rescue operations?***

**Ans.** Indian Air Force, Avaition Corps of the Indian Army, National Disaster Response Force, Civil Aviation Department of the State Government.

**11.** ***Why rescue measures were possible only through helicopters?***

**Ans.** The roads got damaged due to landslides, flash flood induced debris and flooding of six tributaries of Ganga river.

**12.** ***Why this rescue operations is called swiftest operation?***

**Ans.** Due to the fact that a major part of the rescue was completed in less than a fortnight.

**13.** ***What is the approximate number of people affected by this disaster?***

**Ans.** Around 1,40,000 people.

**14.** ***Name the places visited in Chhote Char Dham Yatra.***

**Ans.** Gangotri, Yamunotri, Kedarnath and Badrinath.

**15.** ***What type of tourism mostly takes place in Uttarakhand?***

**Ans.** Religious tourism.

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# PERIODIC ASSESSMENT

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# PERIODIC ASSESSMENT

10 MARKS

## ASSESSMENT USING MULTIPLE STRATEGIES

(5 Marks)

{HISTORY}

### The French Revolution

### Role Play

**Topic**

Personalities related to the French Revolution

**Learning Outcomes**

*This activity will enable the students to develop*

- their creative skills
- ability to comprehend the French society in the 19th century
- spirit of enquiry
- scope for research
- their acting skills

**Procedure**

(*i*) Teacher will divide the students into a suitable number of groups.

(*ii*) Each group will select one character from the French Revolution who impressed them the most (e.g. Louis XVI, Napoleon, Olympe de Gouges, Rousseau, Marie Antoinette etc). These two steps will be taken about one week before the day of 'Role Play', to enable preparation.

(*iii*) Each group will select one student of their group to enact the role of a person of their choice.

(*iv*) The teacher will assign various duties to other members, e.g. explore resource material (as guided by the teacher), stage setting and simple props, seating arrangements etc.

(*v*) Though the research will primarily be based on the available matter in the text, the students must also use Internet, the school library etc for additional information.

(*vi*) The student to enact a role will select a situation where the 'selected person' played a significant role and enact it in the class. In a similar way, other actors will also enact their selected roles.

(*vii*) The other members of the group will sit as audience. They will help in peer assessment, so while acting is going on, they would make their own notes and give their opinion after the acting is over. All actors will be given 5 minutes each to enact their roles and 10 minutes are to be kept for summing up.

**Assessment Criteria**

- The teacher may assess the work as a group activity or an individual activity.
- Credit should be given for cooperative effort of each group as well as for helping in assessment.

### Making a Flow Chart

**Topic**

Political system under pre-revolutionary France

**Learning Objectives**

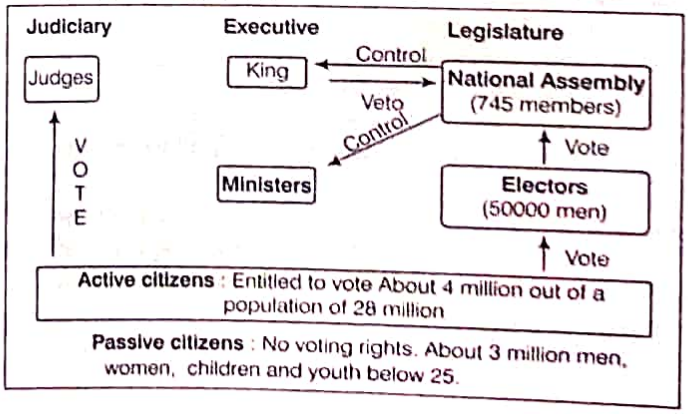
*By doing this activity, the students will be able to*

- understand the working of the political system in pre and post-revolutionary France.
- compare two political systems.
- identify the difference between the two.
- develop the skill of presentation through a flow chart.
- learn to establish the relationship between different organisations.

**Procedure**

(*i*) Students should study figure 7 on page 10 in NCERT textbook, which depicts a flow chart showing the political system under the Constitution of 1791.

This is redrawn below:



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(ii) In a similar way, they have to draw a flow chart to depict the political system that prevailed in pre-revolutionary France.

***Hints***

The flow chart should depict the King, the Estates General, constituents of the three estates, their respective roles, taxpaying and non-taxpaying population etc.

### Extension of Activity

The same presentation can be used to explain the division of powers as envisaged in France and compared with the division of powers as visualised in the Indian Constitution. This helps in developing cross cultural links. After completing the chapter, the students can be shown any periodic film such as 'The Tale of Two Cities' to reinforce their learning.

## Socialism in Europe and the Russian Revolution

## Poster Making/Slogan Writing

### Topic

February Revolution 1917/Bloody Sunday

### Learning Outcomes

*The students will be able to.*

- develop creative talent.
- develop analytical skill.
- develop a logical presentation of ideas.

### Procedure

**February Revolution** "The lockout at a factory on the right bank of the river Neva in Petrograd on 22nd February, 1917 led to the February Revolution."

Imagine yourself to be a worker participating in the strike and the demonstration that followed. *Prepare yourself for the same by making the following*

(i) Suitable slogans

(ii) Banners and posters

(iii) Petition

**Bloody Sunday** It was an event with great consequences for the Tsarist regime. The immediate consequence of Bloody Sunday was a strike movement that spread throughout the country. Strikes took place all over the country and universities closed down when students staged agitations. Lawyers, doctors, engineers and other middle classes also joined the agitations.

Posters and Slogans should be based on the creativity of the students and new ideas generated. Catchy slogans and attractive banners will be appreciated. This particular activity may not be assessed for marks.

## Group Discussion

### Topic

Stalin and Collectivisation

### Learning Outcomes

*After doing this activity, the students will be able to*

- understand the reasons for Stalin going in for collectivisation.
- appreciate the problems faced by various groups of people involved in its implementation.
- conclude on the advantages and disadvantages of such measures.

### Procedure

(i) The topic will be given by the teacher 2 days before the discussion.

(ii) The class will be divided into groups of 8-10 students each.

(iii) The time period for each group to come to a definite conclusion is about 10 minutes.

(iv) Each student in a group must give her / his inputs during the discussion.

(v) The teacher will moderate the group to ensure everybody's participation.

### Assessment Criteria

- Effectiveness of presentation
- Exhaustive content knowledge
- Reasons given for supporting conclusions

### Follow Up

- Teacher should summarise the discussion of each group at its end.
- Teacher will intervene wherever students are not able to cover relevant points.

***Hints*** Consult textbook, reference books and related websites.

## Nazism and the Rise of Hitler

## Dialogue Writing

### Topic

Imaginary meeting between Mahatma Gandhi and Adolf Hitler

### Learning Outcomes

*By doing this activity, the students will be able to*

- develop creativity.
- comprehend the difference in ideologies of Gandhiji and Hitler.
- develop ability of expression and analytical skill.
- develop imaginative skill.

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### Procedure

The teacher gives the following situation to the students. Imagine a chance meeting of Mahatma Gandhi and Adolf Hitler.

(i) Prepare a dialogue between them.

(ii) Each will put forward his views and beliefs.

(iii) End the dialogue by Gandhiji convincing Hitler about the need for world peace and non-violence.

(iv) After all dialogues are submitted and judged by the teacher, the best dialogue will be enacted in a period on the next day.

### *Hint*

From Gandhiji's side, the concept of non-violence and equality of all should be stressed. He should advise Hitler to desist from violence against other nations, as violence begets violence.

From Hitler's side, the betterment of the nation as a whole should be stressed, highlighting the Nordic Aryans as the most 'superior' race.

### Assessment Criteria

- Argumentation and convincing power
- Creative expression

## Debate

### Topic

Can Nazi control over education be justified?

### Learning Outcomes

*After carrying out the activity, the students will be able to*

- comprehend both the positive and negative impacts of Nazi control over education.
- analyse its impact on Nazi Germany and the Second World War.
- develop the skill of organising one's thoughts.
- develop oratory skill and self-confidence.

### Procedure

(i) The class would be divided into two teams, one for the motion and one against it.

(ii) Teacher to chair the debate.

(iii) One speaker, to be chosen by the team members, will represent his /her team.

(iv) All members of each team will collect points/ arguments with evidence in support of their stand.

(v) Two members from each team will be selected for the rebuttal.

### Assessment Criteria

- Relevance of content
- Clarity of the argument
- Logical approach
- Quality of rebuttal

## Home Assignment

### Topic

The Holocaust in Germany

### Learning Outcomes

*After doing this activity, the students will be able to*

- comprehend the suffering experienced by the Jews in a concentration camp.
- acquire the skill of empathy.
- develop creative expression.
- appreciate the problems faced by various groups of people involved in implementation of the Holocaust.
- conclude on the advantages and disadvantages of such measures.

### Procedure

*The teacher gives the following situation*

Imagine yourself to be a Jewish boy / girl who survived the Holocaust in Germany. Write a letter to your friend telling him / her about how you survived and what was your life like in a concentration camp.

### *Hint*

Ensure that you cover all the problems given in the textbook. *Some suggestions are given below*

- I am now very weak and ill, but I am still alive.
- Many of my friends, relatives and even family members died before my eyes due to the bad treatment meted out to them in the camp.
- They were regularly beaten, left to starve and made to work in very harsh conditions.
- Many of them were sent to the gas chambers.
- I was always afraid of my number coming next. Luckily, I have survived to tell this tale.

### Assessment Criteria

- Understanding of content (condition of Jews in a concentration camp).
- Creative expression
- Imaginative skill

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## Project Work

### (a) Project 1

**Title**

Nazism and the Rise of Hitler

**Objective**

To create an insight into Nazi ideology

**Skills Developed**

Awareness about Nazism and the period of Hitler.

**Time Required**

2 days

**Method**

- Collect information about Nazi rule and Hitler, including news items and photographs.
- Explain how Nazism stirred hopes of a better future.

### (b) Project 2

**Title**

The Crimes Against Jews in the Nazi Regime

**Objective**

To create a thorough knowledge about Nazi atrocities.

**Skills Developed**

Awareness about the socio- political history of Germany.

**Time Required**

2 days

**Method**

- Collect information about Nazi atrocities.
- Illustrate the heinous crimes against Jews carried out by the Nazi rulers with quotes and pictures.

# Forest Society and Colonialism

## Making a Wall Magazine

**Topic**

The students will be asked to conduct research on people who are well-known for contributing towards protection of environment. *They are*

- Sunderlal Bahuguna
- Medha Patkar
- Rajendra Singh
- Chandi Prasad Bhatt

**Procedure**

The students can consult reference books and the internet. After the research is complete the teacher would divide the class into three groups. Group one to enact a scene based on environment movement and its significance. They have to make posters about the movement. Group two has to make charts on the activities of the mentioned personalities. Group three has to write paragraphs, poems for preservation of forests and ecological balance of the environment.

**Hint**

(*i*) **Sunderlal Bahuguna** (born 9th January, 1927) is a noted Garhwali environmentalist, Chipko Movement leader and a follower of Mahatma Gandhi's philosophy of non-violence and Satyagraha. For years, he has been fighting for the preservation of forests in the Himalayas, first as a member of the Chipko Movement in 1970s and later spearheaded the Anti-Tehri Dam Movement starting 1980s to early 2004.

He was one of the early environmentalists of India and later he and people associated with the Chipko Movement started taking up environmental issues, like against large dams, mining and deforestation, across the country. He was awarded the Padma Vibhushan, India's second highest civilian honour, on 26th January, 2009 and Padma Award on 14th April, 2009.

(*ii*) **Medha Patkar** (born 1st December, 1954) is an Indian social activist. She is known for her role in Narmada Bachao Andolan. She has also filed a public interest petition in the Bombay High Court against Lavasa project in Maharashtra alongwith other members of National Alliance of People's Movements (NAPM), including Anna Hazare.

She was raised by politically and socially active parents. She was often known for her extreme views on growth of country and liberalisation. She played a pivotal role in driving out the Tata Nano Plant from Singur, West Bengal.

(*iii*) **Rajendra Singh** (born 6th August, 1959) is a well-known water conservationist from Alwar district, Rajasthan. Also known as Waterman of India, he won the Ramon Magsaysay Award for Community Leadership in 2001 for his pioneering work in community-based efforts in water harvesting and water management.

He runs an NGO called 'Tarun Bharat Sangh' (TBS), which was founded in 1975. Starting from a single village in 1985, over the years TBS helped build over 8600 *johads* and other water conservation structures to collect rainwater for the dry seasons, has brought water back to over 1000 villages and revived five rivers in Rajasthan namely Arvari, Ruparel, Sarsa, Bhagani and Jahajwali.

(*iv*) **Chandi Prasad Bhatt** (born 1934) is a Gandhian environmentalist and social activist, who founded Dasholi Gram Swarajya Sangh (DGSS) in Gopeshwar in 1964, which later became a mother-organisation to the Chipko Movement, in which he was one of the pioneers. For this he has been awarded the Ramon Magsaysay Award for Community Leadership in 1982, followed by the Padma Bhushan in 2005.

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Today he is known for his work on subaltern social ecology and considered one of India's first modern environmentalist. Inspired by the speech of Jayaprakash Narayan, Bhatt joined into Sarvodaya Movement and Gandhian campaigns of Bhoodan and Gramdan Movement. He became the spokesperson of Chipko Movement and was appointed a member of the **National Forest Commission**, which reviewed all existing policies and legal frameworks relating to forest management and submitted its report to the government.

## Pastoralists in the Modern World

### Report Making

#### Topic

Report on an imaginary interview with a member of a pastoral community

#### Learning Outcomes

*By doing this activity, the students will develop the following skills and abilities*

- Creative ability
- Logical expression
- Organisation of facts and reporting in a comprehensive manner

#### Procedure

(i) Imagine yourself to be a reporter who has been assigned the job of interviewing the pastoralists to know their response to the Forest Acts passed by the Colonial Government.

(ii) Prepare a report on the interview and your conclusion(s) made on the basis of the question asked.

(iii) After teaching on Forest Acts, the teacher can give this activity to the students. Their work would be collected back after 30 minutes and will be assessed by the teacher.

#### Assessment Criteria

*Assessment will be made based on student's following abilities*

- Interviewing skills
- Knowledge of Forest Acts
- Creative writing
- Comprehension of the nature of Forest Acts

# {Geography}

## India: Size and Location

### Duration of Day

#### Learning Outcomes

By this activity, *students will be able to*

- know that duration of day and night varies from the Southern part of India to its Northern part.
- find the reason for such a variation in day and night durations.

#### Procedure

- This activity is undertaken to make students understand the implications of the vast latitudinal extent of the location of India.
- Teacher may give the hours of duration of day at some places in South India such as Kanyakumari, Thiruvananthapuram, Kochi, Chennai etc during a particular period of the year.
- Students are directed to find the latitude and duration of day of a place lying in North India such as Leh, Srinagar, Amritsar, Delhi etc during the same period of the year.
- Students may be given two days for collection of data.
- They can search the Internet for latitude of a place.
- Duration of day may be noted from newspapers or Internet.
- Teacher may locate all the places on a map along with latitude and duration of day.
- The students should observe the variation in duration of day with respect to the variation in latitude.
- Next step is to start a discussion based on these observations.
- Teacher will explain the reasons for such a variation in day and night.

#### *Hint*

An example is Leh (latitude 34°10′ N), where on 9th December the sunrise is at 7:15 am and sunset is at 5:11 pm (day duration = 9 hours 56 minutes), whereas at Kochi (latitude 9°58′ N) on the same day the sunrise is at 6:30 am and sunset at 6:05 pm (day duration = 11 hours 35 minutes).

#### Assessment Criteria

This is a fun based activity. Therefore, it needs not be assessed. However, students may be encouraged to interact at every stage for better learning.

### Longitude and Time Concept

#### Learning Outcomes

Students should be able to understand how to find out the difference in local time between two places.

#### Procedure

Two towns/cities are identified, one each in Gujarat and Arunachal Pradesh.

#### Longitude and Time Concept

The longitude of these two towns/cities is found out from the atlas/internet. The time lag between these two towns/cities is calculated (4 minutes time difference per degree of longitude).

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### Hint

Typical examples of such towns are Bhuj in Gujarat at 69°40′ E and Changlang in Arunachal Pradesh at 95°48′ E. Longitude difference is approximately 26°, which amounts to 104 minutes or 1 hour 44 minutes.

### Assessment Criteria

*Assessment of the work may be done based on the following criteria*

- Concept
- Calculation
- Logical reasoning

### Follow-Up

Students should be made to understand that local time changes with every degree of longitude and time is added to the East of a place and subtracted to the West. Standard time is calculated from a Central meridian, which is always chosen as a multiple of 7½° as per an international understanding.

## Quiz

**1.** Prepare a list of seven largest countries of the world in decreasing order of size along with area of each and label them on the political map of the world.

*Ans.* *The countries in order of area are as follows*

| Rank | Name | Area (million sq km) |
|---|---|---|
| 1 | Russia | 17.09 |
| 2 | Canada | 9.98 |
| 3 | United States of America | 9.62 |
| 4 | China | 9.59 |
| 5 | Brazil | 8.51 |
| 6 | Australia | 7.69 |
| 7 | India | 3.28 |

Label these countries on a political map of the world.

**2.** To find longitudinal and latitudinal extent of your state.

*Ans.* Do it yourself. Sample answer is given below.

My state is Uttar Pradesh. Longitudinally it extends from 77°4′ E to 84°39′ E. Latitudinally it extends from about 23°53′ N to 30°20′ N.

**3.** Collect information about the 'Silk Route'. Also find out the new developments which are improving communication routes in the regions of high altitude.

*Ans.* Do it yourself. It is given in your History book.

*Some information is given below*

(*i*) The Silk Road or Silk Route refers to a historical network of interlinking trade routes across the Afro-Eurasian landmass that connected East, South, and West Asia with the Mediterranean and European regions of the world, as well as parts of North and East Africa. The land routes were supplemented by sea routes, which extended from the Red Sea to coastal India, China and South-East Asia.

Extending 4000 miles (6500 km), the Silk Road gets its name from the lucrative Chinese silk trade along it, which began during the Han dynasty (206 BCE-220 CE).

The central Asian sections of the trade routes were expanded around 114 BCE by the Han dynasty, largely through the missions and explorations of Zhang Qian, but earlier trade routes across the continents already existed. In the late middle ages, Trans Continental Trade (TCT) over the land routes of the Silk Road declined as sea trade increased.

In recent years, both the maritime and overland Silk Routes are again being used, often closely following the ancient routes.

(*ii*) Communication routes in regions of high altitude are through helicopter (for shorter distances) and through high altitude railways like the Qinghai railway in China linking Lhasa (capital of Tibet) with the rest of the world. More information can be found on this railway from the Internet.

# Physical Features of India

## Activity 1

**Topic** A Presentation on Physical Features

### Learning Outcomes

*The students will be able to do the following*

- Get familiarised with the content already taught in the class.
- Locate the physical features on a map of India.
- Identify the major physiographic divisions and also the related physical features.
- Differentiate one physical feature from another.

### Procedure

(*i*) This activity may be taken up after the lesson is taught.

(*ii*) The teacher will prepare paper slips containing the names of various physical features such as

- Aravali Range
- Shiwalik Range
- Garo Hills
- Malabar Coast
- Pir Panjal Range
- Chota Nagpur Plateau etc

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(iii) Each student will pick up a slip from the slips which are kept in a box. Based on the slips, the children are put in groups corresponding to the six major physiographic divisions.

(iv) Each group of students is guided to make a presentation based on the following points
- Location - (through maps)
- Characteristic features
- Geographic reason for its formation
- Human activities associated with the region
- Its influence on the climate of India

(v) Approximate time for each group is 2 minutes.

### Hint
Details of some features are given in your text book. Similarly, you should find information about the other features from other books or the internet.

### Assessment Criteria
- Originality of presentation through maps / diagrams
- Content accuracy
- Integration of the topic with the main topic
- Confidence
- Clarity

### Follow-Up
Students may be encouraged to listen to every speaker. After each presentation is over, questions may be asked to the students to test their understanding. Teacher may identify the areas of weakness and take the necessary action in order to reinforce learning.

## Activity 2

**Topic** Preparation of Sand Model and Description

### Learning Outcomes
*By doing this activity, students will be able to*
- Comprehend the concept of different relief features and their formation.
- Identify relief features from the local environment.
- Get acquainted with the natural landscape.

### Procedure
(i) Students are divided into suitable number of groups and each group will be instructed to bring a tray/box of sand.

(ii) The teacher writes the names of particular physical features like Shiwaliks, Dunes, Deccan plateau etc on slips of paper according to the number of groups in class.

(iii) Students of each group prepare the formation of the relief with sand and write a few lines about:
- Where is it located?
- How was it formed?
- Names of places (any important place close to it)
- Possible human activities in and around the given relief feature

(iv) The teacher allows 10-15 minutes for each group. The list of questions is written on the board, which are common for all the topics/features.

(v) In the group, the students most capable of modelling make the model, while the others write the answers after discussion among themselves.

(vi) The papers may be corrected later, but the teacher must go round and assess sand models immediately.

### Assessment Criteria
*Assessment of the group work may be done based on the following criteria*
- Understanding of the form of the relief (closest to reality)
- Locational idea
- Logical understanding to derive the impact of relief on human life.

### Follow-Up
Teacher may show photographs or draw diagrams of the relief features and once again explain where there is lack of clarity.

# Drainage

## Model Making

### Learning Outcomes
After doing this activity, the students will be able to:
- understand the pattern of flow of a river.
- differentiate between tributaries and distributaries.
- understand the features formed by a river.
- understand the role of other relief features in shaping its course.

### Procedure
(i) Teacher may give instructions about the use of plaster of Paris or clay to create models.

(ii) Students may be divided into groups to undertake this activity. This is an activity to be conducted in the lab.

(iii) Each group which is assigned to work on the course of the particular river is to create the topography of the region. For this, they can take the help of the atlas or consult the internet.

(iv) Guidance should be given by the teacher for the colouring and naming, its tributaries and distributaries if any and also the features formed by it.

### Approximate Time
One period each on three consecutive days may be given.

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### Assessment Criteria

Assessment may be done based on the following criteria:

- Neatness of the work
- Understanding of the concept
- Slope of the terrain
- Correct labelling
- Appropriate colouring

### Follow-Up

If the students of any group are not able to understand the concept, teacher may once again give a briefing on it or even ask the other groups to demonstrate.

# Climate

## Data Measurement

### Topic

Recording in a weather chart and analysing the reasons with a graph.

### Learning Outcomes

*By doing this activity, the student will be able to do the following*

- Understand how temperature or rainfall is recorded and plotted and derive the reasons for variance.
- Test their conceptual skills.

### Procedure

(*i*) Students may be asked to record the maximum and minimum temperature and rainfall of their own city from the daily newspapers or the Internet.

(*ii*) They can plot the value on a graph paper and show the rise or fall in temperature or the rainfall recorded during the rainy season.

(*iii*) With the help of the teacher they can find out the reason for the increase and decrease of temperature.

### Format for Recording Information

| Period | | |
|---|---|---|
| Place – New Delhi | | |
| Maximum Temperature | Minimum Temperature | Rainfall |

### Hint

*Plot the monthly average maximum temperature on a line graph separately from the monthly average minimum temperature on the same axis. Monthly rainfall should be drawn as a bar graph.*

### Assessment Criteria

- Recording the temperature and rainfall data neatly in a table.
- Plotting these on a graph paper.
- Finding reason for any anomalies. Reasons must be from the textbook or from newspapers/the internet.

### Follow Up

The teacher may assist the students to plot the temperature or rainfall on a graph. If the concept is not clear, the teacher may explain the factors influencing climate once again, with the help of a location map.

## Project Work

### Topic

*Choose any one topic from the following*

(*i*) Find out which songs, dances, festivals and special food preparations are associated with certain seasons in your region. Do they have some commonality with other regions of India?

(*ii*) Collect photographs of typical rural houses and clothing of people from different regions of India. Examine whether they reflect any relationship with the climatic condition and relief of the area.

### Learning Outcomes

By doing this activity the students will be able to understand the relationship between climate and pattern of livelihood, e.g. house types, clothing of people, festivals, songs, dances and special food preparations. They also may examine whether they reflect any relationship with the climatic condition and relief of the area.

### Procedure

- Students may be asked to collect relevant information from various sources like; textbook, newspapers, magazines, Internet and also with the help of interview session with their elders and teachers.
- **Time Required** 2 days.
- They can also locate these areas on the map of India.

### Assessment Criteria

- Understanding
- Analysis
- Content accuracy
- Concept
- Map location

### Follow Up

The teacher may also conduct a discussion session based on the projects for proper content coverage and understanding of the concept.

# Natural Vegetation and Wildlife

## Poster Making

### Topic

Making a poster on a regional study of the relationship between forests, wildlife and climate.

### Learning Outcomes

*By doing this activity, the student will be able to*

- understand the relationship between climate and vegetation.
- understand how change in climate or environment is affecting natural existence of wildlife.

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### Procedure

Students are divided into groups of 5 students each.

- Each group is allotted a particular region of India–Kerala, Manipur, Assam, Jodhpur, Sunderban, Rann of Kuchchh, etc.
- Each group finds out the climate of the region, types of trees found there, characteristics of the vegetation, wildlife present and so on.
- If any animal of that area is endangered, find the reason for this.
- They can show the regions on a map.
- *After assigning different regions of India to each group, the following questions may be given by the teacher for finding the information*

1. Which topography is found here–plain/plateau/mountain/desert, etc?
2. How much is the rainfall?
3. How are the summers and winters?
4. What are the characteristics of the vegetation?
5. Names of the different plant species and their use.
6. Which animals are present and is any animal endangered? If so, why?
7. Describe their habitat.

### Hint

- In the group, the students who are probing in nature should find out information on climate, vegetation and wildlife.
- Those who have a flair for writing can do the writing on the poster.
- The ones good at drawing can do the map work or show the characteristics of the vegetation, draw the kinds of leaves, kind of roots (e.g., breathing roots in case of mangrove vegetation) and so on.
- The one who is a smart speaker assimilates the points and speaks about the poster display and on correlation of climate, vegetation and wildlife.
- Thus all children with diverse talents will get an exposure and are judged for their talent.

### Assessment Criteria

- Delineating correctly on the map.
- Identifying correct relation between climate and vegetation.
- Findings of plant and animal species.
- Setting correct correlation between human interference and animal extinction.

### Follow Up

Correlate climate and vegetation of any other region and show the region on a map of India. Identify the vegetation around their home/school and later find the relationship with the climate of the region.

## Skit

### Topic

- Street Play/Story Telling on Wetland and Forest Preservation.
- Importance of Tree Plantation.

### Learning Outcomes

The student will understand the importance of the natural habitat and the living organism and the harmful impact of human interference or on the importance of tree plantation.

### Procedure

(*i*) Develop a street play to sensitise people on preserving wetlands and forests—these are often degraded as wasteland or on the importance of tree plantation.

(*ii*) Several groups may be formed and they can develop different roles of animals, birds, human beings and express their problems through their roles.

(*iii*) Finally, a positive message about environment conservation must come out of the play/story.

### Assessment Criteria

Message conveyed, theme and expressive roles in the play.

### Follow Up

The message conveyed can be corrected or a good slogan added appropriately.

## Project Work

**Topic :** *Choose any one topic from the following*

(*i*) Find some trees in your neighbourhood having medicinal values.

(*ii*) Find ten occupations getting raw material from forests and wildlife.

(*iii*) Write a poem or paragraph showing the importance of wildlife.

### Learning Outcomes

*After doing the project, the students will be able to do the followings*

- Know about the medicinal value of various types of plants and trees available in their community.
- Know various kinds of occupations getting raw material from forests and wildlife.
- Understand the importance of wildlife in the life of human beings.

### Procedure

(i) The teacher will assign the projects to each student and asked them to choose anyone topic and write a project on it.

(ii) Students can collect relevant information based on the topic of the assignment from various sources like, internet, magazines, newspaper, etc.

- **Time Required :** 1 day

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## Hints

### Assignment No. 1

(i) *Some trees having medicinal values are (there are many others)*

(a) **Amla plant or Indian gooseberry** This is one of the richest sources of Vitamin C. It is a medium size deciduous plant, which attains a height of 8 to 18 m. Amla is used to make herbal products, which helps to get rid of health-related problems like hair fall, haemorrhage, leucorrhoea, skin diseases and discharge of blood from uterus.

(b) **Neem tree** It plays a significant role in Ayurvedic medicine. It helps to treat chickenpox, fever, skin diseases and headache.

(c) **Eucalyptus** It is a tall tree, with heights upto 100 m. Oil taken out of the eucalptus leaves has great medicinal value. It helps in purifying blood and lowering of blood sugar level. It cures problems of asthma, bronchitis, cardiac problems and fungal infections.

### Assignment No. 2

(ii) *Occupations getting following raw materials from forests and wildlife*

(a) Carpentry
(b) Rubber industry
(c) Leather industry
(d) Ayurvedic medicine manufacturing
(e) Paper industry
(f) Glue industry
(g) Fruit and food production industry
(h) Hunting
(i) Resin extractor
(j) Perfume industry

### Assignment No. 3

(iii) **Importance of wildlife** Wildlife comprises of the innumerable varieties of wild plants, animals, fungi and microorganisms that exist on our planet Earth, rather than just cultivated plants and domesticated animals. We largely depend on this wildlife for every elementary requirement in our life.

The food we eat, the clothes we wear, the medicines we consume, a variety of building materials used for construction, numerous chemicals used for manufacturing our necessities, all are extracted from the wildlife existing around us. About 40,000 species of plants, animals, fungi and microscopic animals benefit us in some way or the other. The normal functioning or the biosphere depends on endless interactions amongst animals, plants and microorganisms.

Thus, in turn, maintains and improves human life further. These ecological processes are vital for agriculture, forestry, fisheries and other processes that support human life. Besides, there are several biological process wherein wildlife plays a key role, such as pollinisation, germination, seed dispersal, soil generation, nutrient cycling, habitat maintenance, waste breakdown and pest control.

### Assessment Criteria

- Correctness of the information
- Writing skill
- Punctuality
- Presentation

# Population

## Analysis

### Topic

Interpretation of Graph

### Learning Outcomes

*Students will be able to do the following*

- Make an analysis of the rate at which the population is multiplying.
- Understand the variation in annual growth rate.
- Reason out the increasing population even with a declining annual growth rate.
- Interpret diagrams.

### Procedure

- Graph shown below will be shown to the students.

*Students are asked to study the graph and solve the following questions based on it*

1. How much is the total population of India as per 2001 Census?
2. Identify the decade registering highest population growth rate.
3. What is the relationship between the total population and annual growth of population during the decade 1991-2001? Also give a reason for this pattern.

### Hints and Answers

1. 1028.7 million
2. The decade of 1971-1981
3. The relationship between the total population and annual growth of population means the annual growth rate during this period, which was 1.93 %. The reason for the decline in growth rate has been the rapid decline in birth rates, even offsetting the decline in death rates during this period.

### Assessment Criteria

- Correctness of information
- Reason given in question number 3

### Follow Up

- Errors may be corrected.

## Survey Task

### Topic

Juvenile labourers and unemployment level.

### Learning Outcomes

*Students will be able to do the following*

- Know about the number of children who are engaged in household works or work as a labourer in their community.
- Know that how many adults are unemployed in their locality.
- Understand the main reasons behind these situations.
- Help others to sort out these problems.
- Conduct awareness programme in their locality.

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### Procedure

(i) Students may be divided into small groups as per their locality or address and directed to collect information related to these questions through a survey:
- How many children do you know who are engaged as household helpers, labourers in your locality?
- How many adults do you know in your locality. Who are unemployed?
- What do you feel are the reasons for this?
- Suggest some suitable measures with conclusion in order to sort out these problems.

(ii) After collection of data, the students may discuss their findings in the class.

(iii) **Time Required** 1 day.

### Assessment Criteria

- Genuineness of the work
- Representation through diagrams
- Analysis
- Participation
- Logical explanation of the fact
- Problem solving
- Punctuality

### Follow up

A discussion session may be conducted in the class in order to correct the errors of the findings.

# {Political Science}

## What is Democracy? Why Democracy

## Educational Excursion

### Topic

Excursion to nearby local self government bodies like Gram Panchayat, Panchayat Samiti, Zila Parishad or Vidhan Sabha (as per convenience).

### Learning Outcome

To get first-hand experience of the working of democratic institutions.

### Procedure

(i) The teacher needs to identify the place - either Gram Panchayat, Panchayat Samiti, Zila Parishad or Vidhan Sabha.

(ii) The teacher will organise a visit to the place near the school when it is in session.

(iii) Students will write a report on the proceeding which they witnessed.

### Assessment Criteria

*Based on the report written, the teacher will assess students on the following parameters*

- Accuracy in presentation of what was observed.
- Creativity
- Ability to correlate the theoretical knowledge with practical situations.

## Group Discussion

### Topic

Dictatorial and Democratic government

### Learning Outcomes

- To sensitise the students to the problems faced by people in dictatorial countries.
- To inculcate respect for democratic values.
- To develop an understanding of the past and present political systems in Chile, Poland, China and Pakistan.

### Procedure

(i) Divide the class into two groups A and B representing dictatorial and democratic governments.

(ii) Let group A nominate their leader and group B elect their leader.

(iii) Both the groups should prepare their own charter containing rights and duties.

(iv) At the end of the activity, each group will make a presentation in which each student will tell one merit or demerit of their deliberation. They would then collectively discuss which is the better form of government.

### Time

1 period

### Assessment Criteria

- Correctness of data
- Richness of data
- Reasons to support conclusions
- Analytical skill

### Follow-Up

- Teacher will highlight points students have missed out.
- Teacher will recapitulate all points.

### Time

Half a period.

### Assessment Criteria

*The teacher should assess the students on the following parameters*

- Conceptual understanding
- Analytical skills
- Research work, depending upon the questions

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### Topic
Debating Merits of Democracy

### Theory
Discussion among Yolanda, Tangkini, Jeni, Ribiang, Hoi, Rose and Poimon Yolanda.

**Yolanda** We live in a democratic country. We read in the last chapter that all over the world people want democracy. Countries that were not democratic earlier are becoming democratic now. All great people have said nice things about democracy. Isn't it obvious that democracy is the best? Do we need to debate this?

**Tangkini** But Lyngdoh Madam had said that we should not accept something just because it is famous, just because everyone else accepts it. Isn't it possible that everyone is following a wrong path?

**Jeni** Yes, it actually is a wrong path. What has democracy brought to our country? More than half a century of democracy and there is so much poverty in the country.

**Ribiang** But what has democracy got to do with it? Do we have poverty because we are democratic or do we have poverty despite being a democracy?

**Jeni** Whatever, how does it make a difference? The point is that this can't be the best form of government. Democracy is all about chaos, instability, corruption and hypocrisy. Politicians fight among themselves. Who cares for the country?

**Poimon** So, what should we have instead? Go back to the British rule? Invite some kings to rule this country?

**Rose** I don't know. I think what this country needs is a strong leader, someone who does not have to bother about elections and parliament. One leader should have all the powers. He should be able to do whatever is needed in country's interest. That alone can remove corruption and poverty from this country.

Someone shouted, That is called dictatorship!

**Hoi** What if that person starts using all these powers for himself and his family? What if he is corrupt himself?

**Rose** I am speaking only of the honest, sincere and strong leader.

**Hoi** But that is not fair. You are comparing a real democracy with an ideal dictatorship. We should compare an ideal with an ideal, the real with the real. Go and check the record of dictators in real life. They are corrupt, selfish and brutal. It is just that we don't get to know about this. And what is worse, you can't even get rid of them.

### Procedure
Organise a group discussion in class and conclude about some merits of democracy.

*Then try to find the answers to the following questions*

I. Would you be able to say what you felt in a country that is not democratic?

II. Is that a good argument for democracy?

### Assessment Criteria
*Based on the discussion between the students, teacher will assess students on the following parameters*

- Accuracy in presentation
- Creativity
- Ability to correlate theoretical knowledge with the practical situation.

### Time
1 period

## Constitutional Design

## Skit/Role Play

### Topic
Racial Discrimination in South Africa

### Learning Outcomes
Develop an understanding of the effect of racial discrimination in Africa.

### Procedure
(*i*) Class will be divided into three groups.

(*ii*) Each of two groups will enact a skit showing any three aspects of racial discrimination.

(*iii*) The third group will observe them and discuss/suggest ways to eradicate such happenings of racial discrimination in future.

### Assessment Criteria
- Effectiveness of the presentation
- Creativity
- Correctness of the fact
- Proper character dramatisation

### Follow Up
The teacher should highlight the purpose of the role play and also correlate such kind of discrimination based on caste and religion in India.

## Project

### Topic
Prepare a project to show a comparison between Nelson Mandela and Mahatma Gandhi based on the following points:

- Method of struggle
- Lifestyles of both the leaders
- Outcome of the struggle

### Learning Outcome
To familiarise the students about the two great personalities and their struggle against apartheid and discrimination.

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**Procedure**

(i) Collect information from the text book, internet, books written on Mahatma Gandhi or Nelson Mandela and find out facts about their lifestyle and struggle against racial discrimination.

(ii) Prepare a tabular form of presentation and write about both the personalities under different headings.

(iii) Give a presentation in the class.

**Time**

One week

**Assessment Criteria**

- Correctness of facts
- Interpretation of fact finding
- Creativity
- Originality

**Follow Up**

The teacher can discuss some other personalities and their struggle against discrimination in society and their impact, to give an insight to the students to raise their voice against any injustice.

## Case Study

**Topic**

Develop a case study on the making of the Constitution in South Africa and India.

**Procedure**

(i) Class will be divided into two groups.

(ii) *Each group will develop the case study on one country based on the following criteria*

- Past Political set-up
- Problems faced by the people
- Rights of the people and their struggle towards achieving democracy
- Transitional phase regarding the formation of government
- History of the Drafting Committee
- Present political set-up
- The procedures followed for the acceptance of the new Constitution

(iii) Class discussion will follow.

(iv) Wherever there are doubts, teacher will intervene and explain.

**Assessment Criteria**

- Correctness of data
- Creativity / Originality
- Content/ Knowledge
- Effectiveness of presentation

# Electoral Politics

## Mock Election

**Topic**

Election of Class Monitor

**Learning Outcomes**

*By doing this activity the students will be able to do the following*

- Understand the election process in a democratic set up.
- Appreciate the electoral system in India.
- Develop an appreciation of student's increased participation in the election of the class monitor.
- Recognise the significance of the Election Commission.

**Procedure**

- The teacher will ask one student to be the Chief Election Commissioner.
- Ballot papers will be prepared by students.
- Two students can be made returning officers.
- Two students can be made as officers on election duty.

**Activity**

- One week in advance the election process can start.
- Nomination papers to be filed for 2 class monitors to be elected.
- Students can do campaigning.
- On the election day, ballots will be cast.
- Counting to be done by the students.
- Results to be declared by CEC.
- The procedure followed should be same as Lok Sabha elections.

**Assessment Criteria**

It is a learning activity mixed with fun, need not be graded.

**Follow Up Activity**

*Student who have not understood the election process, may be asked the following*

Arrange the election process in a chronological order

- Data for scrutiny
- Date for withdrawal
- Campaigning to stop
- Oath taking
- Election day
- Campaigning
- Announcement of result
- Filing the nomination papers

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# Working of Institutions

## Trip

### Topic

Educational Trip/Excursion of Local Institution

### Learning Outcomes

To have a first hand experience to see and know how the local institutions perform their day-to-day activity.

### Procedure

(*i*) Organise a visit or excursion to any local institution.
(*ii*) Explore who are the office bearers in the organisation.
(*iii*) Know the role played by the people in the organisation.
(*iv*) Understand their day-to-day work.
(*v*) Write a report based on their finding.

### Assessment Criteria

- Application
- Creativity
- Originality
- Relevance

### Follow Up

After the visit, the teacher should recapitulate the lesson based on the information collected by the students during their interaction with the officers at local institutions about their working.

### Hint

*Arrange a visit to your local municipality office. Try to know the role played by the people in the office.*

# Democratic Rights

## Debate

**Topic** Job reservations are not a violation of the 'Right to Equality'.

### Learning Outcomes

This activity aims to develop understanding and analytical skill among the students about Right to Equalities.

### Procedure

(*i*) Topic for the debate should be given a week in advance.
(*ii*) Class may be divided into two groups to give their arguments in favour and against the topic.
(*iii*) Each student must give his/her inputs to prepare the debate. Group leaders should lead the debate.

### Assessment Criteria

- Presentation skills
- Logical thinking
- Reasons to support his/her arguments
- Ability to convince the class

### Follow Up

If in the course of debate, the students are not able to come up with relevant points and convincing argument, then the teacher should highlight the relevant points for the debate.

# {ECONOMICS}

# The Story of Village Palampur

## Group Discussion

### Topic

Disparities in Income and Standard of Living

### Learning Objectives

*After this task, the student shall be able to*

- understand that economic disparities exist in society.
- identify the causes for economic disparities.
- list the consequences of economic disparities.
- collect relevant data.
- collate and analyse collected data.
- present ideas and content effectively.
- work effectively as a team member.

### Procedure

- Class is divided into groups of 6-8 students.
- Each group is given a separate topic to collect data on at least 10 individuals (as suggested below).
- *Each group member collects data related to the group in the format given below*

| Income of Individuals | Amount or description |
|---|---|
| — | |
| — | |
| — | |
| — | |
| — | |
| — | |
| — | |
| — | |
| — | |
| — | |

### Suggested Topics

- Mode of transport used by people to commute their place of work.
- Pocket money given to children.
- Number of times eating out in a week.
- Newspapers and magazines bought by a family.
- Brand of cooking oil used.
- Number of electronic items at home.

Students must collate data in their own group and analyse it, *making notes on*

(a) Identification of disparity or similarity, if it exists.
(b) Possible cause and consequence of disparity or similarity.

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Each group should make a presentation in class on the data collected and analysed.

The teacher concludes the activity by explaining different ways in which disparity can be witnessed in society, its possible causes and consequences.

***Hints***

An example is shown to explain the activity. Let group members collect information on pocket money received by the children in their locality.

| S.No. | Income of individuals | Pocket money received by children |
|---|---|---|
| 1. | ₹ 20000 per month | ₹ 100 per month |
| 2. | ₹ 40000 per month | ₹ 300 per month |
| 3. | ₹ 50000 per month | ₹ 400 per month |
| ⋮ | | |
| 10. | | |

The students will collate their findings. For instance, as income increases, so does the pocket money provided to children in a family.

Two days time may be given to the groups to collect the data; 60 minutes time to collate the information in class and make a presentation about their findings.

The activity will be graded considering the reliability of data collected, analysis and explanation provided. The participation of all group members should be ensured. A verbal feedback from students may be taken to assess the effectiveness of the activity.

## Interview: Different Classes of Farmers

### Topic

A newspaper/radio channel/TV channel wants to interview different classes of farmers in Palampur to ascertain their lifestyles.

### Learning Objectives

*After this task, the students shall be able to:*

- demonstrate the different lifestyles of large/medium, small and landless farmers of Palampur.
- differentiate between their different lifestyles.
- suggest solutions for a more equitable society.
- articulate and communicate to the audience effectively.
- work effectively as a team member.

### Procedure

- The teacher will divide the class into 4 groups.
- *Each group may be given the task to enact the life of one of the following:*
  - Landless farmer
  - Small farmer
  - Medium/large farmer
- Each group shall prepare a relevant skit.
- Each group will present their skit to the class.
- Class to discuss their views after each skit is over.
- Teacher will summarise the children's skits along with highlighting the fact that these differences in lifestyles are prevalent all over India.

### Time Estimate

Two days time can be given to the groups to prepare their skit. 60 minutes time may be given to present the skits in class and have a discussion.

### Assessment Criteria

The activity can be assessed considering the storyline. The difference in standards of living and opportunities available should distinctly be shown in the skits. The participation of all group members should be ensured.

### Feedback

Discussion after every skit can act as the feedback activity. Participation by all students in the discussions should be encouraged.

***Hint***

(*a*) When students are preparing for the skit, ensure that all characteristics of each group given in the textbook, i.e. landless, small and medium/large farmer are covered. For instance, the landless can complain that they are receiving less than the minimum wage prescribed by government and then show their helplessness.

(*b*) Suggest solutions to the problems. You can suggest something innovative, for instance, the Panchayat monitoring what the large farmers are paying to the labourers etc.

(*c*) Each skit should not be longer than 5 minutes in duration, as time will be needed after each skit for discussion on it.

# People as Resource

## Analysis of Graph

### Topic

Literacy rate in India

### Learning Objectives

*After the task, the students shall be able to*

- distinguish between different variables shown in the graph.
- read the values correctly.
- compare the growth of literacy over a period of time.
- identify the source of the data.
- mention causes leading to gender disparity in literacy.
- compare growth in literacy rates of men and women over time.
- identify gender differences in literacy.

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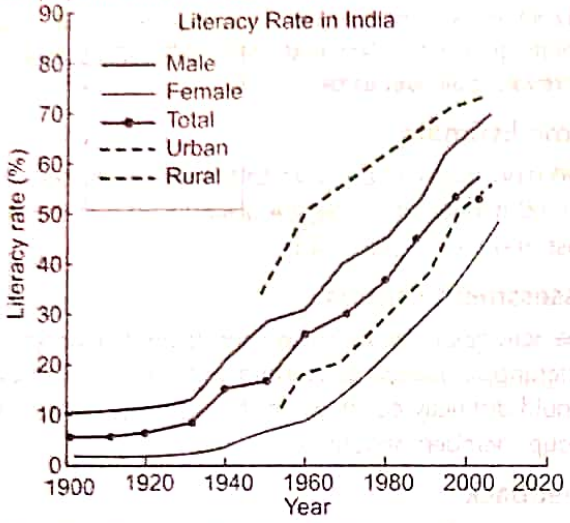
### Procedure

(*i*) Teacher will replicate the graph shown below on a chart paper/OHP/Transparency/PowerPoint presentation.




*Source : Census of India, 2011*

(*ii*) Teacher will distribute a structured worksheet to each student.

(*iii*) Each student will answer the question in a given time period.

(*iv*) Teacher will assess the answers.

(*v*) A class discussion will be held on the worksheet.

### Suggested Worksheet

The questions in the worksheet should be true-false, fill in the blanks, MCQs and short questions.

*The worksheet may contain questions like*

(*i*) Is there a disparity in the literacy rate between male and female? Suggest a reason for your finding.

(*ii*) Give two reasons why the female literacy rates have improved over the years.

### Time Estimation

40 minutes (1 period) time to understand the graph and answer the worksheet in class.

### Assessment Criteria

The activity may be assessed on the basis of correct responses.

### Feedback

The number of correct responses can disclose the effectiveness of the activity.

*Ans.* *The answers to the sample questions given above are*

(*i*) The disparities between male and female literacy rates for 2001 and 2011 are shown in the table below, but this disparity has been there for a long time.

| Year | 2001 | 2011 |
|---|---|---|
| Overall literacy (%) | 65.38 | 74.04 |
| Male literacy (%) | 75.85 | 82.14 |
| Female literacy (%) | 54.16 | 65.85 |

The female literacy rate in India is lower than the male literacy rate, as many parents do not allow their female children to go to schools. They are married off at a young age instead. Though child marriage has become very rare, it still happens. Many families, especially in rural areas, believe that having a male child is better than having a baby girl. So, the male child gets all the benefits.

(*ii*) The literacy rate in India has always been a matter of concern, but many NGO initiatives and government advertisements, campaigns and programmes are being held to spread awareness amongst people about the importance of literacy. Also, the government has made strict rules for female equality rights. Thus, the female literacy rate has shown significant rise in the past 10 years. In fact, now the disparity is 16.29%, whereas it was 20.69% 10 years ago. For the reasons given above, female literacy rates have improved.

## Poverty as a Challenge

## Individual Task

### Topic

Understanding that people have different opportunities in life based on their employment and income levels.

### Learning Objectives

*After the task, the students shall be able to*

- understand the lifestyles associated with different employments, including migrant labour.
- understand that different people enjoy different opportunities in life.
- understand problems related to the workforce that is living in poor conditions.
- conduct an interview to gather relevant data.

### Procedure

(*i*) This activity will be conducted after a discussion is held on the multidimensional concepts of rural and urban poverty using the case studies given in the textbook.

(*ii*) The class is divided into suitable number of groups.

(*iii*) Each group is given the task of conducting interviews of different types of workers in society like a casual labourer, cobbler, shopkeeper, auto rickshaw driver, employee of an organisation, professionals such as doctor, engineer, etc or any other relevant profession. The objective is to gather information that is relevant to understanding the lifestyle of the allotted profession. Each student of the group will conduct at least two interviews. This is a home task.

(*iv*) In the next class, each group collates the data which each student has gathered on a particular profession.

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(v) Each group analyses the interview data and write their findings.

(vi) A class bulletin board can be prepared on the basis of their findings, highlighting the different types of employment, income earned, opportunities for growth, migration from different states and related issues.

### Assessment Criteria

- Relevance of information collected
- Quality of conclusions drawn from findings
- Quality of presentation made on the bulletin board

### Follow Up

- It is possible that a few students do not actively participate in the group activity.
- The teacher can ask such students to make a brief presentation of their group's findings.
- A class discussion may be held so that a wrap up of all findings can be done with the teacher assisting in drawing relevant conclusions.
- In case, the teacher feels that some students have not understood the multidimensional aspect of poverty through this activity, then a revision of concepts may be undertaken.

## Preparation of Scrap Book

### Topic

Poverty Alleviation Plan for a District

### Learning Objectives

*After the task, the students shall be able to*

- identify different living conditions of people in an area.
- identify causes of poverty for a given area.
- understand how inequitable distribution of assets and income and employment levels are linked to poverty levels.
- understand the problems of resource allocation and budgeting.
- understand why a government is not able to alleviate poverty despite all its efforts.

### Procedure

(i) This activity will be undertaken after the chapter has been completed. The students will be given an opportunity to demonstrate a deep understanding of the causes of poverty and suggest ways in which they believe poverty levels could be reduced.

(ii) The class is divided into a suitable number of groups.

(iii) Each group is given the task of making a poverty alleviation plan for the area/district/village/state.

(iv) Each group must describe the living conditions of their area/district/village/state.

(v) The groups identify and analyse causes of people living below poverty line in their area.

(vi) Each group will prepare a detailed plan of employment opportunities that can be created for the BPL population alongwith proposed budgets and accountability for non-performance.

(vii) A scrap book will be prepared by each group about their plan, to be done outside the scheduled classroom time.

### Assessment Criteria

- Description of the area for which a poverty alleviation plan is to be made. Relevance of suggestions made to reduce poverty levels in the chosen area.
- Relevance of budget and accountability for non-performance.
- Quality of presentation in the scrap book.

### Follow Up

- It is possible that a few students did not actively participate in the group activity. The teacher could ask such students to make a brief presentation of their group's findings.
- A class discussion could be held so that a wrap up of all findings can be done, with the teacher assisting in drawing relevant conclusions.
- In case, the teacher feels that some students have not understood the process of budgeting or reasons why the government may fail to effectively implement poverty alleviation programmes through this activity, a revision of concepts could be undertaken.

# Food Security in India

## Interview and Report

### Topic

### Rationing

In this activity students are made to understand the rationing system that existed before 1997 and compare it to the current system of rationing. This activity could be used as a method of teaching the features of the current rationing system through an exploratory method.

### Learning Objectives

*After the task the students shall be able to*

- Identify the purpose of rationing.
- Understand the main features of the rationing system pre 1997.
- Understand the problems related to the pre 1997 rationing system.
- Appreciate the current rationing system followed in the economy.

### Procedure

(i) The class is divided into a suitable number of groups.

(ii) Each group is given the task of conducting at least two interviews of elders in their family like parents, uncles, aunts or any other persons who are familiar with the rationing system in India before1997 with the objective of finding.

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- the main feature of the rationing system.
- the main problems faced during the rationing system before 1997.
- the main features of the current rationing system.
- the main problems faced under the current rationing system.

(iii) The members of each group collate the information gathered from their interviews.

(iv) Each group prepares a report of their findings.

### Assessment Criteria

*The following broad assessment criteria may be used to assess the group work*

- Relevance of information collected
- Ability to draw comparisons between the two systems of rationing
- Quality of report presented

### Follow Up

- A class discussion may be held so that a wrap up of all findings can be done with the teacher assisting in making relevant connections and observations.
- In case the teacher feels that some students have not understood the different aspects of rationing through this activity, a revision of concepts may be undertaken.

## Picture Reading and Story Writing

### Topic

Public Distribution System – *a solution to poverty and hunger.*

### Learning Objectives

*After the task the students shall be able to*

- Identify the picture as that of a slum.
- Understand the reasons behind the development of a slum.
- Relate the poverty, unemployment, hunger and PDS in a creative story line.
- Articulate their ideas imaginatively and interestingly.
- Appreciate the role played by the government through the rationing system.

### Procedure

This activity should be undertaken when the teacher has explained the features of the PDS and had a discussion on how poverty and unemployment are integral to the lack of food security.

(i) The class is divided into a suitable number of groups.

(ii) The picture is centrally placed or a copy is given to each group.

(iii) Each group is to develop a story that pertains to the picture, keeping the learning objectives in mind.

*The story must at least emphasise the following*

- Possible problem that leads to the picture
- Possible solutions
- Suitable title to the story.

(iv) Students prepare the story.

(v) The story is presented such that child gets a chance to speak.

### Assessment Criteria

*The following broad assessment criteria could be used to assess the group work*

- Relevant title of story.
- Clear description of the problems that lead to the picture.
- Relevant solutions to solve the problems that are highlighted in the picture.
- Creative aspects of the story.

### Follow Up

- A class discussion could be held so that a wrap up of all stories could be done in order to help students realise the linkages between poverty, unemployment, hunger and slum development.
- In case the teacher feels that some students have not understood the concept through this activity, a revision of concepts could be undertaken.

## Newspaper Reading and Diary Entry

### Topic

Different Prices in the Farm Market

### Learning Objectives

*After the task the students shall be able to*

- Identify the issues mentioned in the article.
- Understand the reason behind the stir caused by the farmers.
- Able to distinguish between MSP, issue price and market price.
- Appreciate the role played by the government and the problems faced by the farmers.

### Procedure

(i) The newspaper article given below is given or read out to the students.

### Farming made Unprofitable

(Newspaper Article)

*The government has not hiked the price of fertiliser since 2002. So, how does this input play out for the farmer? 'There are gaps in distribution. Artificial scarcity is created in the market by diverting the stock to the black market rather than the open market,' said Dev.*

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*'It finally reaches the farmers at a higher price than that set by the government.'*

*While the Centre has set the rate of urea at ₹ 4830 per tonne, it is available in Karnataka's black market at ₹ 6000 per tonne, according to farmers in the state. Diammonium phosphate, fixed at ₹ 9350 per tonne, sells for ₹ 12000 per tonne. The government rate for muriate of potash is ₹ 4455 per tonne; the black market rate is ₹ 6000 per tonne.*

*Farmers in the state protested fertiliser scarcity recently. The protests turned violent and one person died in police firing. It's not just the farmer at the receiving end. The fertiliser industry too, is reeling, because of the fertiliser subsidy. This raises questions about the economic viability of the industry that supported the Green Revolution. In the wake of rising costs of production, the farmers are not satisfied with the low MSP. Thousands of farmers thronged the Delhi roads to protests against the low MSP for sugarcane.*

(ii) Teacher explains and discusses the issues involved.

(iii) Each student is to write a diary entry recording his/her understanding of the situation and suggesting solutions to the problem.

### Assessment Criteria

*The following broad assessment criteria could be used to assess individual work*

- Identification of issues represented in the article.
- Diary entry shows an understanding of why the farmers resorted to an agitation in Delhi.

### Follow Up

- Students could be paired in a way that a student who has shown an understanding of the article is paired with one who has not performed so well. A discussion in pairs could be held.
- In case the teacher feels that some students have not understood the concepts through this activity, a revision of concepts could be undertaken.

# PEN PAPER TESTS

**(5 Marks)**

## {TEST 1}

***Instructions***

(i) *Chapter covered in this test are History (Ch 1, 2), Geography (Ch 1, 2), Political Science (Ch 1, 2) and Economics (Ch 1, 2).*

(ii) *Attempt any five questions.*

**1.** Why the Bastille being hated by all in France?

**2.** Mention changes were seen after the rise of population of France in 1789.

**3.** Find the incorrect match

(a) West Bengal – Border with Bangladesh
(b) Gujarat – Border with Pakistan
(c) Bihar – Border with China
(d) Uttarakhand – Border with Nepal

**4.** What is the name of wet and swampy belt of the Northern plains?

**5.** Name the form of government present in Fiji.

**6.** Match the Following

| | List I | List II |
|---|---|---|
| A. | Legal Framework Order | 1 Ruling party in China |
| B. | National People's Congress | 2 Issued by Musharraf |
| C. | Institutional Revolutionary Party | 3 Leader Robert Mugabe |
| D. | ZANU-PF | 4 Formed in 1930 in Mexico |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 2 | 1 | 4 | 3 |
| (c) | 4 | 1 | 2 | 3 |

| | A | B | C | D |
|---|---|---|---|---|
| (b) | 1 | 2 | 3 | 4 |
| (d) | 3 | 4 | 1 | 2 |

**7.** Correct and rewrite.

Since land is fixed and unlimited, lot of pressure is put on land, therefore people do stop farming in Palampur.

**8.** Which of the following is a factor of production?

(a) Land (b) Physical capital
(c) Labour (d) All of these

**9.** The first family planning programme was launched in ..... by the Government of India.

**10.** **Assertion** (A) Democracy is not a magical solution for all the problems.

**Reason** (R) Democracy as a form of government only ensures that people take their own decisions.

**Codes**

(a) Both *A* and *R* are true and *R* is the correct explanation of *A*
(b) Both *A* and *R* are true, but *R* is not the correct explanation of *A*
(c) A is true, but *R* is false
(d) A is false, but R is true

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## {TEST 2}

**Note** *See instructions in Test 1*

**1.** Why is the October Revolution (1917) considered a landmark in the history of socialism?

**2.** Find the incorrect statement about slave trade in France.
(a) The slave trade began in the eighteenth century.
(b) French merchants bought slaves from local chieftains.
(c) Branded and shackled, the slaves were packed lightly into ships for voyage.
(d) Port Bordeaux and Nantes were famous for slave trade.

**3.** **Assertion** (A) India is divided into two equal halves.
**Reason** (R) The Tropic of Cancer passes almost through the centre of the mainland of India.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

**4.** Correct and rewrite
Lakshadweep Islands are situated in the South-East of Indian mainland in the Arabian Sea.

**5.** All Political parties were illegal in Russia after 1971.

**6.** Which type of government is present in Mexico?

**7.** Who gave a historical speech 'Tryst with Destiny' on 15 August, 1947?
(a) Mahatma Gandhi
(b) Jawaharlal Nehru
(c) Shyama Prasad Mukherjee
(d) Dr BR Ambedkar

**8.** Explain, why modern farming methods increase production cost, at the same time harming the physical environment.

**9.** Government develops ..... streams to equip students with occupations related to knowledge and skill.

**10.** State any two features of democracy.

## {TEST 3}

**Note** *See instructions in Test 1*

**1.** Which of the following is incorrect about Marseillaise?
(a) The Marseillaise is the National Anthem of France.
(b) The Marseillaise is a patriotic song.
(c) This song is composed by Poet Roget de L'Isle.
(d) The song was first sung by the Jacobins.

**2.** When did Louis XVI called together an assembly of the Estates General?

**3.** How has the opening of the Suez Canal benefited India?

**4.** **Assertion**(A) The Eastern Ghats are discontinuous and irregular.
**Reason** (R) The Eastern Ghats are cut by rivers flowing into the Bay of Bengal.
**Codes**
(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

**5.** Which is the only river found in desert region of India?
(a) Narmada (b) Tapti (c) Luni (d) Kaveri

**6.** The principle of democracy is applicable to
(a) right of speech only (b) political rights only
(c) any sphere of life (d) right to life only

**7.** Match the following

| | List I | | List II |
|---|---|---|---|
| A. | TT Krishnamachari | 1. | Vice-Chairman of Constituent Assembly |
| B. | HC Mookherjee | 2. | Member of Drafting Committee |
| C. | Sardar Vallabh Bhai Patel | 3. | Chairman of Constituent Assembly |
| D. | Dr Rajendra Prasad | 4. | Deputy Prime Minister |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 2 | 1 | 4 | 3 |
| (c) | 4 | 1 | 2 | 3 |

| | A | B | C | D |
|---|---|---|---|---|
| (b) | 1 | 3 | 4 | 2 |
| (b) | 3 | 1 | 2 | 4 |

**8.** The states where modern farming methods were tried out first in India were ..... .

**9.** What symbols were popularised by French Revolution?

**10.** How did Green Revolution solve the food crisis in India?

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## {TEST 4}

*Instructions*

*(i) Chapter covered in this test are History (Ch 1-4), Geography (Ch 1-4), Political Science (Ch 1-3) and Economics (Ch 1-3).*

*(ii) Attempt any five questions.*

**1.** Which of the following statement defines chateau?
(a) Castle belongs to a king.
(b) Stately residence belongs to a nobleman.
(c) Castle belongs to the Army Chief.
(d) Both (a) and (b)

**2.** What was the name of State Secret Police, that was introduced by Nazi Government?

**3.** Arrange in sequence
(i) Imperial Forest Research Institute was set up.
(ii) Enactment of Indian Forest Act.
(iii) Indian Forest Act divided forests into three categories.
(iv) Indian Forest Service was set up.

**Codes**
(a) (iv), (ii), (iii), (i) (b) (iv), (iii), (ii), (i)
(c) (ii), (i), (iii), (iv) (d) (i), (iv), (iii), (ii)

**4.** Through which city in Uttar Pradesh does Standard Meridian of India pass?

**5.** Match the following

| List I (Rivers) | List II (Tributaries) |
|---|---|
| A. Indus | 1. Yamuna |
| B. Ganga | 2. Satluj |
| C. Brahmaputra | 3. Manjra |
| D. Godavari | 4. Dibang |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 2 | 1 | 4 | 3 |
| (b) | 4 | 3 | 2 | 1 |
| (c) | 4 | 3 | 1 | 2 |
| (d) | 3 | 4 | 2 | 1 |

**6.** Find the incorrect option.
(a) India lies in the region of the North-Easterly surface winds.
(b) These winds originate and blow over land during winter from the sub-tropical high- pressure belt of the Northern hemisphere.
(c) These winds blow Southwards and get deflected to the right due to the Coriolis force.
(d) Then these winds move towards the equatorial high-pressure region.

**7.** Give an example of a popular government which is undemocratic and also autocratic.

**8.** Political parties in our country have agreed to a ..... for election campaign.

**9.** Which two states are the poorest states of India?

**10.** Inspite of elections, the final power rested with ..... so Pakistan cannot be called a democracy.

## {TEST 5}

**Note** *See instructions in Test 4*

**1.** Describe the impact of Great Economic Depression (1929-1932) on various sections of society in Germany.

**2.** Which of the following statement defines convent?
(a) Building belonging to a community devoted to a religious life.
(b) Building belonging to a community devoted to a social life.
(c) Building belonging to a community devoted to a political life.
(d) Building belonging to a community devoted to a economic life.

**3.** What was the major source of income for many people living in forests?

**4.** Correct and rewrite
Gorge is a crescent shaped lake formed when a meander of a river or stream is cut off from the main channel.

**5.** Arrange the following regions of the Northern Plains in sequence from North to South direction.
1. Bhangar 2. Terai 3. Bhabar 4. Khadar

**Codes**
(a) 3, 2, 1, 4 (b) 1, 2, 3, 4 (c) 4, 3, 2, 1 (d) 3, 4, 1, 2

**6.** Why Jodhpur receives very little rainfall than other parts of India?

**7.** In Estonia, there is difference on the basis of ..... , therefore people belonging to Russian origin find it difficult to get the right to vote.

**8.** Most of the small farmers in villages borrow money from village ..... .

**9.** Name a social indicator of poverty as seen by social scientists.

**10.** Match the following

| Column A (Launched Year) | Column B (Programme) |
|---|---|
| A. 1950 | 1. NSSO |
| B. 1993 | 2. PM Rozgar Yojana |
| C. 1995 | 3. Rural Employment Generation Programme |
| D. 1999 | 4. Swarnajayanti Gram Swarozgar Yojana |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 |
| (b) | 4 | 3 | 2 | 1 |
| (c) | 1 | 3 | 4 | 2 |
| (d) | 3 | 4 | 1 | 2 |

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## {TEST 6}

**Note** *See instructions in Test 4*

**1.** Correct and rewrite

During the 1917 Revolution, the Tsar allowed the creation of an elected consultative Parliament as Duma.

**2.** What was the 'Genocidal War' in Germany?

**3.** Correct and rewrite

The bad harvests of 1940-1945 led to one of the most devastating famines in Soviet history.

**4.** **Assertion** (A) India occupies a major part of South Asia.

**Reason** (R) India is a Southward extension of the Asian continent.

**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

**5.** How does climate regulate the standard of living and food habits of people of Indian sub-continent?

**6.** How does democracy enhance the dignity of citizens?

**7.** Which of the following statements defines braided channel?

(a) A drainage channel in which bars and islands have been deposited and around which the river flows.
(b) A winding curve or bend of a river.
(c) A river or stream flowing into a larger river of lake.
(d) A branch of a river that does not return to the main stream after leaving it.

**8.** **Assertion** (A) Though there are a variety of non-farm activities in Palampur, only a few people are involved in it.

**Reason** (R) Loan facilities and markets to sell non farm products are not well developed in Palampur.

**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

**9.** Suggest any five ways so that people could become an asset for the economy of India.

**10.** In his book, 'Two Treatises of Government' ..... sought to refute the doctrine of the divine and absolute right of the monarch.

## {TEST 7}

***Instructions***

(i) *Chapter covered in this test are History (Ch 1-5), Geography (Ch 1-6), Political Science (Ch 1-5) and Economics (Ch 1-4).*
(ii) *Attempt any five questions.*

**1.** Describe the condition of the Polish people under Nazism.

**2.** The Maasai cattle herders live in ..... .

**3.** The word 'Maasai' mean ..... .

**4.** Arrange the following types of montane forests according to their altitude/elevation.

1. Temperate forests
2. Alpine vegetation
3. Wet temperate forests
4. Temperate grasslands

**Codes**

(a) 3, 1, 4, 2 (b) 4, 1, 2, 3 (c) 1, 2, 3, 4 (d) 4, 1, 3, 2

**5.** Growth of population is expressed in two ways. Mention them.

**6.** ..... biosphere reserves have been set up in India to protect flora and fauna of the country.

**7.** What feature makes India a Republic country?

**8.** People are the greatest resource that a country has. Explain.

**9.** State with lowest poverty rate is ..... .

**10.** **Assertion** (A) A large section of people suffer from food and nutrition insecurity in India.

**Reason** (R) The social composition along with the inability to buy food also plays a role in food insecurity.

**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

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## {TEST 8}

*Note See instructions in Test 7*

1. ..... workers in Russia considered themselves aristocrats among other workers.

2. In ....., Bastar kingdom was merged with Kanker kingdom and became Bastar district in Madhya Pradesh.

3. Why did the pastoral nomads give up their traditional livelihood practices? Give any five reasons.

4. Match the following

| List I | | List II |
|---|---|---|
| A. | French Colonies | 1 Bordeaux, Nantes |
| B. | Port Cities related to Slave trade | 2 Extravagant court |
| C. | Palace of Versailles | 3 Martinique, San Domingo |

**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 1 | 2 | 3 |
| (b) | 3 | 1 | 2 |
| (c) | 2 | 1 | 3 |
| (d) | 3 | 2 | 1 |

5. Which among the following animals is a type of deer found in India?

1. Gazel 2. Kashmir Stag 3. Chousingha

**Codes**

(a) 1 and 2 (b) Only 3 (c) 1 and 3 (d) All of these

6. In what ways are occupations generally divided? Explain.

7. When did General Musharraf bring back army rule in Pakistan?

8. Find the incorrect option from the following.
   (a) Election compaigning takes place for three week period between the announcement of final list of candidates and date of polling.
   (b) Election campaign means the promotion of the policies, offers and promises that the candidates make to the voters to fulfill, if they are elected.
   (c) Political parties prepare their election manifestos.
   (d) In election campaigns, political parties try to focus public attention on some big issues.

9. Irrigation is necessary in modern methods of agriculture. Analyse its importance.

10. Antyodaya card is a kind of ration card meant for
    (a) Poorest of the poor people
    (b) average income people
    (c) Below Poverty Line people
    (d) All of the above

## {TEST 9}

**Note** *See instructions in Test 4*

1. Consider the following statement and select the correct one
   (a) Tax to be paid directly to the state in French society is known as Tithe.
   (b) Tax to be paid directly to the state in French Society is known as Taille.
   (c) Tax to be paid directly to the state in French society is known as Livre.
   (d) Tax to be paid directly to the state in French society is known as Directory.

2. Consider the statements and choose the incorrect option.
   (a) The Raikas combined cultivation with pastoralism.
   (b) During monsoons, the Raikas stayed in their home villages, where pasture was available.
   (c) The Maru Raikas herded camels, sheep and goat.
   (d) The settlements of Maru Raikas were known as Mandaps.

3. Under the Criminal Tribes Act, which communities were classified as 'Criminal Tribes'?

4. Match the following

| List-I (Seasons) | | List-II (Duration) |
|---|---|---|
| A. | Cold Weather Season | 1. Mid-November-February |
| B. | Hot Weather Season | 2. March-May |
| C. | Advancing Monsoon Season | 3. June-September |
| D. | Retreating/Post Monsoon Season | 4. October-November |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 |
| (b) | 1 | 3 | 2 | 4 |
| (c) | 4 | 3 | 1 | 2 |
| (d) | 4 | 3 | 2 | 1 |

5. Correct and rewrite
   At the altitude between 1500-3000 m, alpine vegetation is found.

6. Correct and rewrite
   People involved in agriculture are not many in Palampur but lot of people are engaged in trade.

7. A ..... is a sheet of paper on which the names of the contesting candidates along with party name and symbols are listed.

8. What could be done to minimise the adverse effects of famine in India.

9. Give a brief account of Indian coastal plains.

10. Why does every government need to maintain a buffer stock and how does it help?

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# SAMPLE QUESTION PAPERS

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# SAMPLE QUESTION PAPER 1

A Sample Question Paper for CBSE Class IX

# SOCIAL SCIENCE

**General Instructions**

- Question paper comprises five Sections – A, B, C, D and E. There are 32 questions in the question paper. All questions are compulsory.
- Section A – Question no. 1 to 16 are Objective Type Questions of 1 mark each.
- Section B – Question no. 17 to 22 are short answer type questions, carrying 3 marks each. Answer to each question should not exceed 80 words.
- Section C – Question no. 23 to 26 are source based questions, carrying 4 marks each.
- Section D – Question no. 27 to 31 are long answer type questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
- Section E – Question no. 32 is map based, carrying 5 marks with two parts, 32 (a) from History (2 marks) and 32 (b) from Geography (3 marks).
- There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions have to be attempted.
- In addition to this, separate instructions are given with each section and question, wherever necessary.

**Time : 3 hours** **Max. Marks : 80**

FULLY SOLVED

## Section-A

1. ..... farmers hire labour to work in the fields.

or Every production is organised by combining land, labour, physical capital and human capital which are known as ..... .

2. Why farmers in Palampur are able to grow three crops in a year?
3. Which is the most labour absorbing sector of the economy?

or What type of resource is wasted by unemployment?

4. In terms of health, what do you mean by SC, PHC and CHC?
5. Choose the incorrect option.

| | |
|---|---|
| (a) Rajendra Prasad | (i) President of the Constituent Assembly |
| (b) Jaipal Singh | (ii) Founder President of Adivasi Mahasabha |
| (c) G Durgabai Deshmukh | (iii) Member of All India Christian Council |
| (d) Sarojini Naidu | (iv) Poet, writer and political activist |

6. Consider the following statements and choose the correct option.
   I. In 1898, the Russian Social Democratic Workers Party was formed.
   II. In 1915, Lenin returned to Russia from his exile.
   III. All political parties in Russia were illegal before 1900.
   IV. Collectivisation was first introduced by Lenin.

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**Codes**
(a) Only I (b) Only II
(c) Both III and IV (d) All of these

**7.** Complete the following table with correct information regarding Tropical Evergreen Forests:

| | Annual Rainfall | Where found | Species of trees found |
|---|---|---|---|
| Tropical Evergreen Forests | A - ? | Heavy rainfall areas such as Western Ghats, upper parts of Assam, Tamil Nadu coast and the Islands | B - ? |

**8.** Which of the following is the primary
(a) Fishing (b) Transport (c) Education (d) None of these

**9.** Out of these states, which state has the highest poverty ratio?
(a) Goa (b) Assam (c) Bihar (d) Haryana

**10.** Correct the following statement and rewrite it.
Andaman and Nicobar Islands are situated in the South-West of Indian mainland in the Arabian Sea.

*or* India's Southern neighbours across the sea are the two nations of Myanmar and Bangladesh.

**11.** General Pervez Musharraf overthrew a democratically elected government and declared himself the ..... of the country.

*or* Since its independence in 1930, Mexico holds elections after every six years to elect its ..... .

**12.** Identify the term.
It is the list prepared by a door to door survey to include only bonafide voters and minimise role of bogus voters.

**13.** What cause social exclusion in society?
(a) Income (b) Education
(c) Family (d) Caste system

**14.** Arrange the following in sequence.
(i) Providing computer technology skill
(ii) Investment in primary school
(iii) Formation of quality human capital
(iv) Getting medical care during birth

**Codes**
(a) (i), (ii), (iii), (iv) (b) (iv), (ii), (i), (iii)
(c) (iii), (ii), (i), (iv) (d) (iv), (iii), (ii), (i)

**15.** Differentiate between Gypsies and Usurers.

**16.** If there is a difference between Lok Sabha and Rajya Sabha, in what way the final decision is taken?
(a) Under the guidance of the President.
(b) Under the guidance of the Prime Minister.
(c) In a joint session of both the houses.
(d) Under the guidance of the Speaker of Lok Sabha.

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## Section-B

17. Describe the procedure of the nomination of a candidate to contest in a particular election.
*Or* What is the model code of conduct for election campaign?

18. When was the Enabling Act passed in Germany? How did this act establish dictatorship of Hitler in Germany?

19. Why is it said that "Monsoon wind is known for its uncertainties"? Explain any four reasons.
*Or* What are the reasons due to which the Western Ghats receive more rainfall than the Eastern Ghats? State any four reasons.

20. "In India majority of population lives below the poverty line. Government is taking pain to lessen poverty." You are the member of the commission appointed to suggest the areas/issues concerned. Which issues would you suggest regarding poverty alleviation?

21. What is the importance of the election campaign?

22. Differentiate market activities from non-market activities. Under which activity would you classify government service?

## Section-C

23. Read the source and answer the following questions.

Socialists were against private property, and saw it as the root of all social ills of the time. Why? Individuals owned the property that gave employment but the propertied were concerned only with personal gain and not with the welfare of those who made the property productive. So if society as a whole rather than single individuals controlled property, more attention would be paid to collective social interests. Socialists wanted this change and campaigned for it.

Socialists had different visions of the future. Some believed in the idea of cooperatives. Robert Owen (1771-1858), a leading English manufacturer, sought to build a cooperative community called New Harmony in Indiana (USA). Other socialists felt that cooperatives could not be built on a wide scale only through individual initiative; they demanded that governments encourage cooperatives. In France, for instance, Louis Blanc (1813-1882) wanted the government to encourage cooperatives and replace capitalist enterprises. These cooperatives were to be associations of people who produced goods together and divided the profits according to the work done by members.

Karl Marx (1818-1883) and Friedrich Engels (1820-1895) added other ideas to this body of arguments. Marx argued that industrial society was 'capitalist'. Capitalists owned the capital invested in factories and the profit of capitalists was produced by workers. The conditions of workers could not improve as long as this profit was accumulated by private capitalists. Workers had to overthrow capitalism and the rule of private property. Marx believed that to free themselves from capitalist exploitation, workers had to construct a radically socialist society where all property was socially controlled. This would be a communist society.

(i) Which of the following statements correctly describes the reason why socialist were against private property?
(a) It made person idle .
(b) It was the root of all social ill .
(c) Individual owned it and used it for their own gain and only not for others.
(d) Both (b) and (c).

(ii) What changes were wanted by the socialists regarding private property?
(a) Society as a whole should control property.
(b) Socially controlled property could give more attention to collective social interests.
(c) Socialist leaders should control property.
(d) Both (a) and (b)

FULLY SOLVED

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(iii) Socialists had visions of the future which included
(a) cooperative should be built for the sake of people's interest.
(b) Government should encourage cooperatives.
(c) Cooperatives were to be association of people who produced goods together and divided the profits.
(d) All of the above

(iv) In a Communist society, according to Marx and Engels
(a) all property was socially controlled.
(b) workers had to overthrow capitalists.
(c) workers should become the leaders.
(d) All of the above

**24.** Read the source and answer the following questions.

Besides the longitudinal divisions, the Himalayas have been divided on the basis of regions from West to East. These divisions have been demarcated by river valleys. For example, the part of Himalayas lying between Indus and Satluj has been traditionally known as Punjab Himalaya, but it is also known regionally as Kashmir and Himachal Himalaya from West to East respectively. The part of the Himalayas lying between Satluj and Kali rivers is known as Kumaon Himalayas. The Kali and Teesta rivers demarcate the Nepal Himalayas and the part lying between Teesta and Dihang rivers is known as Assam Himalayas. There are regional names also in these broad categories.

The Brahmaputra marks the Eastern-most boundary of the Himalayas. Beyond the Dihang gorge, the Himalayas bend sharply to the South and spread along the Eastern boundary of India. They are known as the Purvachal or the Eastern hills and mountains. These hills running through the North-Eastern states are mostly composed of strong sandstones, which are sedimentary rocks, eovered with dense forests, they mostly run as parallel ranges and valleys. The Purvachal comprises the Patkai hills, the Naga hills, the Manipur hills and the Mizo hills.

(i) The source given above relates to which of the following options?
(a) Types of mountains (b) Types of plateaus
(c) Regional division of Himalayas (d) None of the above

(ii) Punjab Himalayas is regionally known as
(a) Kumaon Himalayas (b) Kashmir and Himachal Himalayas
(c) Nepal Himalayas (d) Himadri

(iii) Which river marks the Eastern-most boundary of the Himalayas?
(a) Ghaghra (b) Ghaggar
(c) Brahmaputra (d) Meghna

(iv) Match the following

| | Regional Division of Himalayas | | Demarcation of River Valley |
|---|---|---|---|
| A. | Punjab Himalayas | 1. | Satluj and Kali |
| B. | Kumaon Himalayas | 2. | Kali and Teesta |
| C. | Nepal Himalayas | 3. | Teesta and Dihang |
| D. | Assam Himalayas | 4. | Indus and Satluj |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 |
| (c) | 3 | 2 | 1 | 4 |

| | A | B | C | D |
|---|---|---|---|---|
| (b) | 4 | 3 | 2 | 1 |
| (d) | 4 | 1 | 2 | 3 |

**25.** Read the source and answer the following uestions.

Our national movement was not merely a struggle against a foreign rule. It was also a struggle to rejuvenate our country and to transform our society and politics. There were sharp differences of opinion within the freedom struggle about the path India should take after Independence. Such differences exist even today. Yet some basic ideas had come to be accepted by almost everyone. As far back as in 1928, Motilal Nehru and eight other Congress leaders drafted a constitution for India. In 1931, the resolution at the Karachi session of the Indian National Congress dwelt on how

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independent India's constitution should look like. Both these documents were committed to the inclusion of universal adult franchise, right to freedom and equality and to protecting the rights of minorities in the constitution of independent India. Thus some basic values were accepted by all leaders much before the Constituent Assembly met to deliberate on the Constitution.

The familiarity with political institutions of colonial rule also helped develop an agreement over the institutional design. The British rule had given voting rights only to a few. On that basis the British had introduced very weak legislatures. Elections were held in 1937 to Provincial Legislatures and Ministries all over British India. These were not fully democratic governments. But the experience gained by Indians in the working of the legislative institutions proved to be very useful for the country in setting up its own institutions and working in them. That is why the Indian constitution adopted many institutional details and procedures from colonial laws like the Government of India Act, 1935.

Years of thinking and deliberation on the framework of the constitution had another benefit. Our leaders gained confidence to learn from other countries, but on our own terms. Many of our leaders were inspired by the ideals of French Revolution, the practice of parliamentary democracy in Britain and the Bill of Rights in the US. The socialist revolution in Russia had inspired many Indians to think of shaping a system based on social and economic equality. Yet they were not simply imitating what others had done. At each step they were questioning whether these things suited our country. All these factors contributed to the making of our Constitution.

(i) Our national movement is considered as
- (a) a struggle against a foreign rule.
- (b) a struggle to rejuvenate our country.
- (c) a struggle to transform our society and politics.
- (d) All of the above

(ii) What were the main topics included in the draft of Indian Constitution drafted in 1928.
- (a) Universal Adult Franchise
- (b) Right to freedom and equality
- (c) Protecting the right of minorities
- (d) All of the above

(iii) Which incident did help Indians to set up its own institutions?
- (a) Freedom struggle.
- (b) Elections of Provincial Legislatures in 1937.
- (c) The experience in the working of the legislative institutions
- (d) Both (b) and (c)

(iv) Name the factors that contributed to the making of Indian constitution.
- (a) The ideals of French Revolution.
- (b) The practice of Parliamentary democracy in Britain.
- (c) The Bill of Rights in the US.
- (d) All of the above

**26.** Read the source and answer the following questions.

Let us discuss about the employment scenario in the three sectors mentioned earlier. Agriculture, is the most labour absorbing sector of the economy. In recent years, there has been a decline in the dependence of population on agriculture partly because of disguised unemployment discussed earlier. Some of the surplus labour in agriculture has moved to either the secondary or the tertiary sector. In the secondary sector, small scale manufacturing is the most labour absorbing. In case of the tertiary sector, various new services are now appearing like biotechnology, information technology and so on.

(i) Which sector employs the largest labour force in India?
- (a) Tertiary
- (b) Primary
- (c) Secondary
- (d) Manufacturing

(ii) New services appearing in tertiary sector are
- (a) biotechnology
- (b) small scale manufacturing
- (c) agriculture
- (d) trade

(iii) Due to disguised unemployment labour is moving towards which sectors?
- (a) From tertiary to secondary
- (b) From agriculture to secondary
- (c) From secondary to agriculture
- (d) From secondary to tertiary

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(iv) If you are working in the field of information technology, then you are absorbed in which sector?

(a) Tertiary sector
(b) Manufacturing sector
(c) Primary sector
(d) Secondary sector

## Section–D

**27.** What is unemployment? Explain two types of unemployment found in rural areas.

*or* "Illiterate and unhealthy population are a liability for the economy." Justify the statement.

**28.** Why did the British clear forests and expand cultivation rapidly? Explain any three reasons.

*or* What are some of the problems that pastoralists face in the modern world? How have these groups adapted to the new times?

**29.** What did the women do to improve their condition in France at the time of the French Revolution? What were their demands? What steps were taken by the government of that time to improve their condition?

**30.** What are the major physiographic divisions of India? Explain.

*or* How do the Himalayas play a vital role in the economic and cultural development of India?

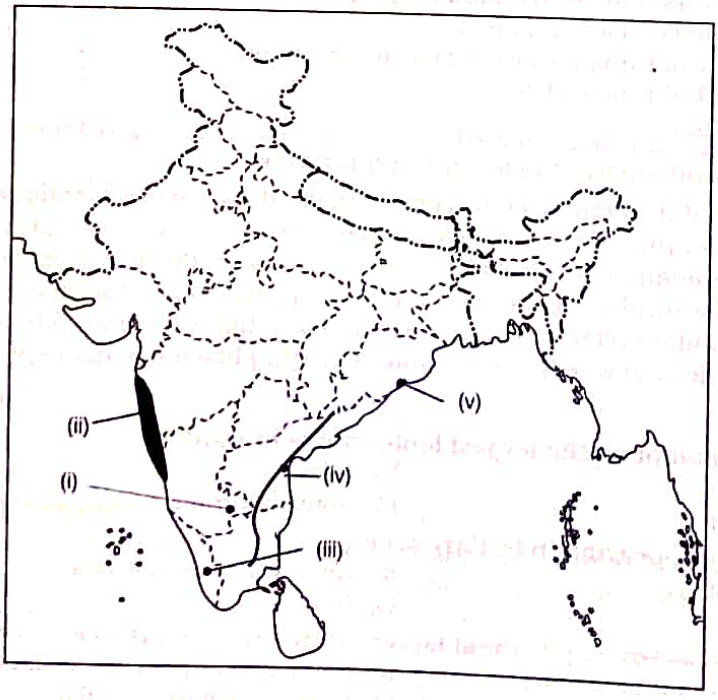
**31.** 'Indian Constitution is both rigid and flexible'. Explain.

## Section–E

**32.** (a) On the map of the world locate and label the Central powers of the First World War which were in Europe. (2)

(b) Identify any three of the following features with the help of the given information. (3)

(i) The capital of the state of Karnataka
(ii) Northern part of Western coastal plain
(iii) A Wildlife Sanctuary in Kerala
(iv) The Ghats on the South-Eastern part of India.
(v) A lake in Odisha

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# Answers

1. Medium and large
   *or* Factors of production
2. Farmers in Palampur are able to grow three crops in a year due to proper irrigation facilities and electricity that make irrigation possible.
3. Primary sector is the most labour absorbing sector of the economy.
   *or* Unemployment wastes human resources.
4. SC means Sub Centre, PHC means Primary Health Centre and CHC means Community Health Centre.
5. (*c*) G Durgabai Deshmukh - (iii) Member of All India Christian Council
6. (*a*) Only I
7. A. More than 200 cm,
   B. Ebony, mahogany, rosewood, rubber and cinchona
8. (*a*) Fishing
9. (*c*) Bihar
10. Lakshadweep Islands are situated in the South-West of Indian mainland in the Arabian Sea.
    *or* India's Southern neighbours across the sea are the two island countries of Sri Lanka and Maldives.
11. Chief Executive *or* President
12. Electoral Roll
13. (*d*) Caste system
14. (*b*) (iv), (ii), (i), (iii)
15. Gypsies were the groups that had their own community identity, while Usurers were the moneylenders that charges excessive interest.
16. (*c*) In a joint session of both the houses.
17. The procedures of the nomination of a candidate to contest elections are:
    - Every candidate has to fill a nomination form and give some money as security deposit.
    - Every candidate has to make a legal declaration, giving full details of
      - serious criminal cases pending against the candidate.
      - details of the assets and liabilities of the candidate and his or her family.
      - educational qualification of the candidate.

    All these information has to be made public, which provides an opportunity to the voters to choose the desirable candidate.

    *or* All the political parties in our country have agreed to follow a set of norms and guidelines and these are known as model code of conduct. According to this, no party or candidate can
    - use any place of worship for election propaganda.
    - use government vehicles, aircrafts and officials for elections.
    - lay foundation stones of any projects, take any big policy decisions or make any promises of providing public facilities after the date of elections are announced.
18. On 3rd March, 1933, the famous Enabling Act was passed in Germany.
    This Act established dictatorship of Hitler in Germany in the following ways:
    - This Act gave Hitler all powers to sideline the Parliament and rule by decree.
    - All political parties and trade unions, except the Nazi Party and its affiliates were banned in Germany.
    - The new state machinery under Hitler established complete control over the economy, media, army and judiciary of Germany.
    - Special surveillance and security forces were created to control the society. These included the Gestapo (Secret State Police), the SS (The Protection Squads), Criminal Police and the Security Service (SD).

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**19.** *Monsoon wind is known for its uncertainties because*

(*i*) The movement of low-pressure trough controls the spatial distribution of rainfall.

(*ii*) The alteration of wet and dry spells varies in intensity, frequency and duration.

(*iii*) It sometimes causes heavy floods in one part, it may be responsible for drought in other.

(*iv*) It is often irregular in its arrival and retreat.

*or*

The reasons due to which the Western Ghats receive more rainfall than the Eastern Ghats are as follows:

(*i*) Western Ghats receive rainfall from the Arabian Sea branch of the South-West monsoon winds. As these winds blow over warm oceans, they bring abundant moisture.

(*ii*) The Western Ghats do not allow the winds to cross over without shedding their moisture on the Western slopes so they receive more rainfall.

(*iii*) On the other hand, when these winds reach the Eastern Ghats, they are almost dry, so they receive less rainfall.

(*iv*) Another branch of South-West monsoon is the Bay of Bengal branch. This branch moves parallel to the Eastern Ghats. In this way, this region is located in an unfavourable position with reference to the monsoon winds.

**20.** The Government of India has taken many important steps to lessen the poverty in our country.
I will suggest the following issues regarding poverty alleviation :

- **Stop Social Exclusion** Some communities are socially excluded so they do not reap the benefits of economic development. Certain groups like poor women, children and old people are deprived of basic needs and live in poverty. So, by stoping social exclusion will ensure decline in poverty level.
- **Generating Employment** By generating more employment opportunities in both rural and urban areas, the poverty level can decline.
- **Increase in Literacy Level** By raising the level of education in a country, more employment opportunities are generated. So, rise in literacy level raises the income which in turn reduces poverty.

**21.** Before election it is very necessary to have a free and open discussion about the candidate, the candidate's political party and its policies. Thus, election campaign is very important for election because:

- It is a time period when free and open discussion takes place between different political parties.
- It is the time when candidates directly contact their voters and political leaders address election meetings.
- This is also the period when people come to know about policies and programmes of various political parties which helps them to take better decisions.

**22.** Any activity which adds value to National Income is called 'economic activity'. Economic activities can be classified into two types–market activities and non-market activities. Differences between Market and Non-market activities are as follows:

| Market Activities | Non-market Activities |
|---|---|
| These involve remuneration to the person who performs an activity for pay or profit. | They are not done for pay or profit. |
| These are socially useful activities which include the production and consumption of goods. | These economic activities involve production for self-consumption. |
| Fore example, teacher teaches in a school, man works in bank, workers in industries or factories etc. | For example, subsistence farming, processing of primary product, teacher teaching her children etc. |

Government service can be classified under market activities.

**23.** (*i*) (d) Both (b) and (c) (*ii*) (d) Both (a) and (b)
(*iii*) (d) All of the above (*iv*) (d) All of the above

**24.** (*i*) (c) Regional division of Himalayas
(*ii*) (b) Kashmir and Himachal Himalayas
(*iii*) (c) Brahmaputra
(*iv*) (d)

**25.** (*i*) (d) All of the above (*ii*) (d) All of the above
(*iii*) (d) Both (b) and (c) (*iv*) (d) All of the above

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**26.** (*i*) (b) Primary
(*ii*) (a) Biotechnology
(*iii*) (b) From agriculture to secondary
(*iv*) (a) Tertiary sector

**27.** When a person, skilled or non-skilled, willing to work as per the going wage, does not get work, the person is said to be unemployed. This situation is termed as unemployment.

Two types of unemployment found in rural areas are as follows :

(*i*) **Disguised Unemployment** This prevails in agricultural sector in rural India, where all the members of the family are engaged on a plot of land belonging to them. Everybody seems to be working on that land, but production does not suffer if some of the family members are removed from work. The surplus persons are disguisedly unemployed.

(*ii*) **Seasonal Unemployment** It too prevails in agricultural sector in rural India. Labourers are busy during the period when sowing, harvesting, weeding and threshing is done. Other than this period, labourers hardly get any work as villages lack infrastructure, construction activities or other sources of employment.

*or* The quality of population of a country depends upon some factors like, the literacy rate, health of a person indicated by life expectancy and skill formation acquired by the people. The quality of population ultimately decides the growth rate of the country.

Illiterate and unhealthy population becomes a liability for the economy. It can be justified in the following ways:

- Illiterate and unhealthy people are not capable to use land and capital efficiently.
- Their employment potential is low compared to literate and healthy people and they earn much less than literate and healthy people.
- An unhealthy person has less productivity and has to spend more money on his medical care than a healthy person.

Thus, illiterate and unhealthy people are a liability for the economy by making the country poorer and retard the development of it.

**28.** Under the British rule, forests were transformed into agricultural lands, thus cultivation expanded rapidly.

The reasons behind this were:

(*i*) According to colonial officials, forests were unproductive land, because they believed all uncultivated lands were unproductive. It produced neither revenue nor agricultural produce.

(*ii*) Uncultivated lands were seen as 'wasteland' By enacting the 'Wasteland Rules', uncultivated lands were taken over and given to selected individuals. These individuals were given various concessions.

(*iii*) The colonial rulers wanted to rule over a settled population. They wanted the rural people to live in villages, in fixed places and have fixed rights on particular fields. So, they cleared the forests and made these as village settlements.

*or* The problems faced by the pastoralists in modern world are

(*i*) In the modern world, the life of pastoralists changed largely. Their grazing grounds shrank, their movements were regulated and the revenue they had to pay was increased.

(*ii*) Colonial powers thought all uncultivated land as unproductive. Thus, Wasteland Rules were enacted and by these rules uncultivated lands were taken over and used for cultivation. The expansion of cultivation led to the decline of pastures for the cattle.

(*iii*) Various Forests Acts prevented the pastoralists from entering many forests that had provided forage for their cattle. Even they had to pay taxes on every animal they grazed.

The pastoralist have adapted the new times in the following ways:

(*i*) Some reduced the number of cattle in their herds as there was not enough pasture to feed them.

(*ii*) Others changed their path by discovering new pastures, as movement to old grazing grounds became difficult.

(*iii*) Some rich pastoralists bought land and settled down and gave up their nomadic life.

(*iv*) Some became settled peasants by cultivating land others became trader. Many poor pastoralists became labourers by working or fields or in small towns.

**29.** At the time of the French Revolution, women were part of the class of the unprivileged. To improve their condition, they started their own political clubs and newspapers. About sixty women's clubs were formed. The Society of Revolutionary and Republican Women was the most famous club.

Women demanded the same political rights as men. They were disappointed that the Constitution of 1791 reduced them to passive citizens.

Thus, they demanded the right to vote, to be elected to the Assembly and to hold political office. Only then, they felt, would their interests be represented in the new government.

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The steps which were taken by the government of the time to improve their condition were as follows:

- State schools were established for women.
- Schooling was made mandatory for all girls.
- They could not be forced to marry against their will.
- Marriage was made into a contract entered into freely and registered under Civil Law.
- Divorce was made legal and could be applied for both by women and men.
- Women were allowed to be trained for jobs and were allowed to run small businesses.

**30.** Major physiographic divisions of India can be described as follows :

- **The Himalayan Mountains** The Himalayan mountains extend from the Indus to the Brahmaputra rivers. They have three parallel ranges, Himadri, Himachal and Shiwaliks. A number of rivers valleys lie between these ranges.
- **The Northern Plains** These plains are formed by huge silt and alluvium deposited by the Himalayan rivers like the Indus, Ganga and Brahmaputra and their tributaries. It is agriculturally a very productive part of India.
- **The Peninsular Plateau** This is the oldest division made of the old crystalline, igneous and metamorphic rocks. It consists of the Central Highlands and the Deccan Plateau.
- **The Indian Desert** The Indian desert lies towards the Western margins of the Aravalli hills. This region receives very low rainfall and Luni is the only big river in this region.
- **The Coastal Plains** The Western coast lies between the Western Ghats and the Arabian Sea is a narrow plain. It consists of three sections, Konkan, Kannad plain and Malabar Coast. The Eastern coastal plains along the Bay of Bengal are wide and level. These consist of Northern Circar and Coromandel coast.
- **The Islands** The island groups are the Lakshadweep Islands in the Arabian Sea and Andaman and Nicobar Islands in the Bay of Bengal.

*or*

The Himalayas play an important role in the economic and cultural development of India in the following ways:

**Economic Impact**

(*i*) The Himalayas act as a barrier to the South-West monsoon winds.

When they strike the Himalayas, they shed their moisture bringing much needed rainfall in the Northern parts of the country. Indian agriculture is immensely benefited by the monsoons.

(*ii*) There are many hill stations in the Himalayan region like Shimla, Manali, Dharmshala, Nainital, etc . They are visited by tourists from all over the world, generating employment opportunities for the people.

**Cultural Impact**

(*i*) The Himalayas spread over vast regions running across various countries like India, Nepal, Bhutan, China, Pakistan, etc .

This gives a common cultural background and provides scope for cultural exchange.

(*ii*) The Himalayas also have shrines which are considered to be the abodes of Gods. Large number of pilgrims come to visit these sacred shrines.

**31.** Indian Constitution is both rigid and flexible because the procedure of amendment is neither easy nor difficult. It can be explained in the following ways:

- The Constitution has provided a federal structure of India. The jurisdiction of the centre and the states have been defined and demarcated. Both the centre and the states have been authorised to exercise powers independently.
- There are provisions which can change the federal structure into a unitary one. Amendments can be made only with the consent of both the centre and the states.
- A special majority of the Union Parliament, i.e. a majority of not less than two-third votes is required to amend the constitution.

Thus, Indian Constitution enjoys the advantages of a combination of flexibility and rigidity.

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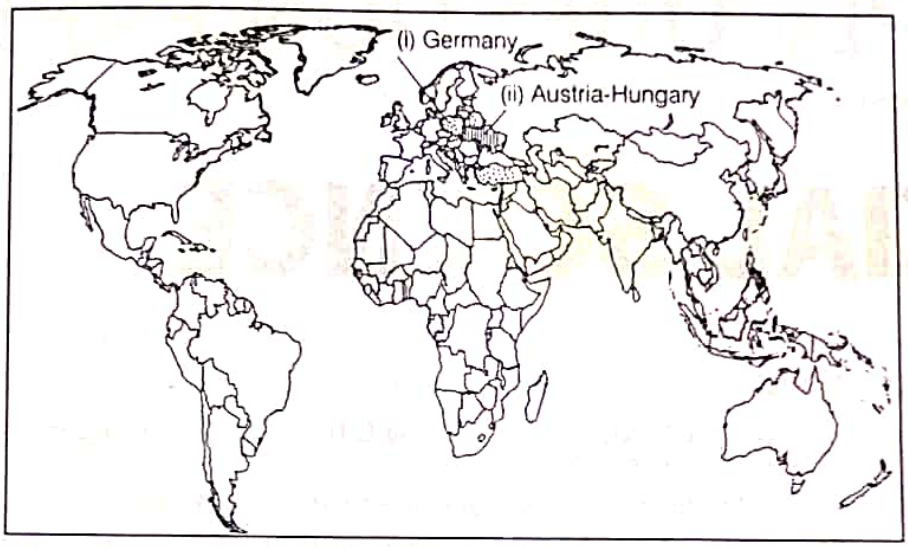
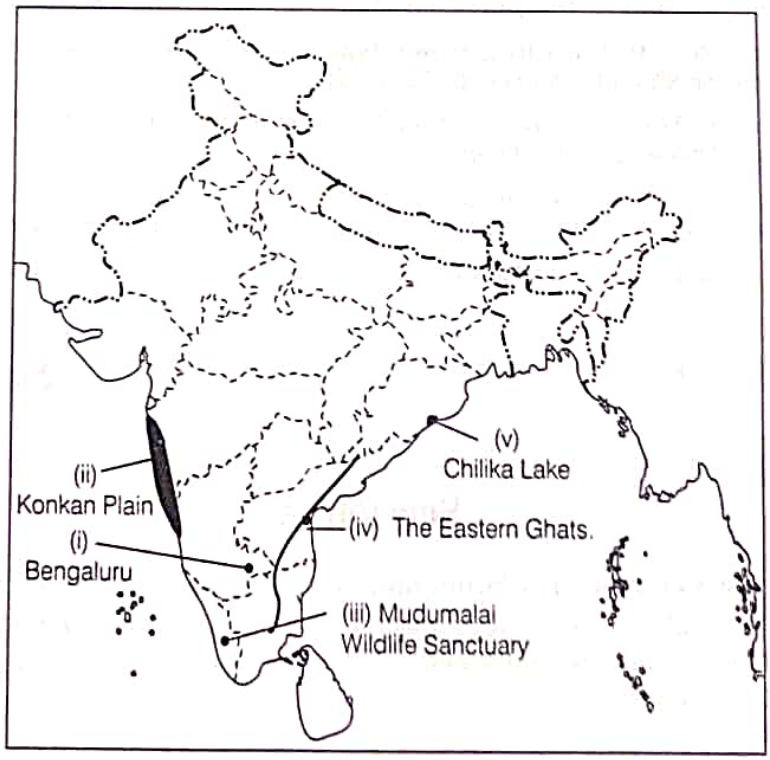
**32.** (a)




(b)

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# SAMPLE QUESTION PAPER 2

**A Sample Question Paper for CBSE Class IX**

# SOCIAL SCIENCE

## General Instructions

- Question paper comprises five Sections – A, B, C, D and E. There are 32 questions in the question paper. All questions are compulsory.
- Section A – Question no. 1 to 16 are Objective Type Questions of 1 mark each.
- Section B – Question no. 17 to 22 are short answer type questions, carrying 3 marks each. Answer to each question should not exceed 80 words.
- Section C – Question no. 23 to 26 are source based questions, carrying 4 marks each.
- Section D – Question no. 27 to 31 are long answer type questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
- Section E – Question no. 32 is map based, carrying 5 marks with two parts, 32 (a) from History (2 marks) and 32 (b) from Geography (3 marks).
- There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions have to be attempted.
- In addition to this, separate instructions are given with each section and question, wherever necessary.

**Time : 3 hours** **Max. Marks : 80**

## Section–A

**1.** Which one of the following is not a Fundamental Right under Right to Freedom of Religion?
(a) Right to establish and maintain institutions for religious and charitable purposes.
(b) Declaration of one's religious beliefs and faiths openly and freely.
(c) Right to sacrifice animals
(d) None of the above

**2.** Which country has the lengthiest written constitution of the world?

*or* Which part of the Constitution of India is called soul of the constitution?

**3.** Which of the following events is not associated with the French Revolution?
(a) Louis XVI ascended throne of France.
(b) Storming of the Bastille
(c) Reign of Terror
(d) Collectivisation of Soviet agriculture

**4.** Which organisation led the struggle against the policies of segregation in South Africa?
(a) The African National Congress (b) Agang South Africa
(c) United Democratic Movement (d) National Freedom Party

**5.** ..... is the most abundant factor of production.

*or* The Green Revolution during the late 1960s and early 1970s is associated with the loss of ..... due to increased use of chemical fertilisers.

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6. Which factors are responsible due to which calorie needs vary for a person?

7. In context of France, what was 'Tithe'?

8. Choose the correct option from column I and II.

| Column I | Column II |
|---|---|
| (a) Louis XVI became the king of France | (i) 1774 |
| (b) Third Estate forms National Assembly | (ii) 1792-93 |
| (c) Robespierre is guillotined | (iii) 1789 |
| (d) France became a Republic | (iv) 1794 |

9. Complete the following table with correct information regarding montane forests.

| Montane Forests | Heights at which found | Where found | Names of the three natural vegetation belts found |
|---|---|---|---|
| | A - ? | Southern slopes of the Himalayas and places having high altitude in Southern and North-East India | B - ? |

10. Which age group is included in the work force population?
(a) 21 to 50 years (b) 16 to 60 years (c) 14 to 50 years (d) 15 to 59 years

11. In the Second World War, Axis Powers included Germany, Italy and
(a) France (b) UK (c) Japan (d) USA

12. Correct the following statement and rewrite it.
The range lying to the South of the Himadri forms, the most rugged mountain system and is known as the Shiwaliks.

*or* The Punjab Plain is spread over the states of North India, i.e. Haryana, Delhi, UP, Bihar and partly Jharkhand and West Bengal.

13. In elections, smaller parties and ..... are at a disadvantage as compared to bigger parties.

*or* The ruling parties routinely lose elections in India both at the ..... level.

14. Find the incorrect option.
Some facts about Saudi Arabia are as follows:
(a) Citizens cannot form political parties or any political organisations.
(b) Women are subjected to many public restrictions.
(c) There is freedom of religion in the country.
(d) The country is ruled by a hereditary king who selects the legislature as well as the executive.

15. Arrange in sequence.
(i) Formation of Comintern
(ii) Formation of the Russian Social Democratic Workers Party
(iii) Beginning of collectivisation

**Codes**
(a) (ii), (i), (iii) (b) (iii), (ii), (i) (c) (i), (ii), (iii) (d) (ii), (iii), (i)

16. Activities have been classified into three main sectors i.e., primary, secondary and tertiary. Primary sector includes agriculture, forestry, animal husbandry, fishing, poultry farming, mining, and quarrying. Manufacturing and construction are included in the secondary sector. Trade, transport, communication, banking, education, health, tourism, services, insurance etc are included in the tertiary sector.
Analyse the information given above and consider one of the following as the correct option.
(a) Sectors of activity (b) Economic activities
(c) Classification of professions (d) Primary, secondary and tertiary

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## Section-B

**17.** How do small farmers in Palampur manage to fulfill their capital requirements? What is the capital needed for?

or What is physical capital? Explain its different types with examples.

**18.** Mention any three constitutional provisions that make India a secular state.

**19.** What is the difference between economic activities and non-economic activities? Explain with examples.

**20.** What makes an election democratic?

or Write any three demerits of electoral competition.

**21.** "Hunger is an important aspect indicating food insecurity." Give an argument in favour of this statement alongwith its dimensions.

**22.** What was the Nazi Youth League? What was its main objective?

## Section-C

**23.** Read the source and answer the following questions.

At the beginning of the twentieth century, the vast majority of Russia's people were agriculturists. About 85 per cent of the Russian empire's population earned their living from agriculture. This proportion was higher than in most European countries. For instance, in France and Germany the proportion was between 40 per cent and 50 per cent. In the empire, cultivators produced for the market as well as for their own needs and Russia was a major exporter of grain.

Industry was found in pockets. Prominent industrial areas were St Petersburg and Moscow. Craftsmen undertook much of the production, but large factories existed alongside craft workshops. Many factories were set up in the 1890s, when Russia's railway network was extended and foreign investment in industry increased. Coal production doubled and iron and steel output quadrupled. By the 1900s, in some areas factory workers and craftsmen were almost equal in number.

Most industry was the private property of industrialists. Government supervised large factories to ensure minimum wages and limited hours of work. But factory inspectors could not prevent rules being broken. In craft units and small workshops, the working day was sometimes 15 hours, compared with 10 or 12 hours in factories. Accommodation varied from rooms to dormitories. Workers were a divided social group. Some had strong links with the villages from which they came. Others had settled in cities permanently. Workers were divided by skill. A metalworker of St Petersburg recalled, Metalworkers considered themselves aristocrats among other workers. Divisions among workers showed themselves in dress and manners too. Some workers formed associations to help members in times of unemployment or financial hardship but such associations were few.

(i) Which of the following statements is/are correct for agricultural scene in European countries?
- (a) Most of the livelihood of Russian people were based on agriculture.
- (b) In Germany half of the population were dependent on agriculture.
- (c) France is famous for its grain export.
- (d) Both (a) and (b)

(ii) Large factories were set up in Russia as a result of
- (a) industrial revolution started.
- (b) railway network extended.
- (c) foreign investment increased.
- (d) Both (b) and (c)

(iii) Identify the reason why government could not prevent rules being broken in Russia's factories?
- (a) There were large factories.
- (b) Most factories are private property of industrialists.
- (c) Owners of the factories dictated the rules according to their own interest.
- (d) All of the above

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(iv) How does it justify that workers in Russia were a divided social groups?
(a) They were divided by skill.
(b) Some had strong links to the villages, others had become city dwellers.
(c) There were differences in respect of dress and manners in the workers.
(d) All of the above

**24.** Read the source and answer the following questions.

The Northern plain has been formed by the interplay of the three major river systems, namely the Indus, the Ganga and the Brahmaputra along with their tributaries. This plain is formed of alluvial soil. The deposition of alluvium in a vast basin lying at the foothills of the Himalaya over millions of years, formed this fertile plain. It spreads over an area of 7 lakh sq. km. The plain being about 2400 km long and 240 to 320 km broad, is a densely populated physiographic division. With a rich soil cover combined with adequate water supply and favourable climate, it is agriculturally a productive part of India.

The rivers coming from Northern mountains are involved in depositional work. In the lower course, due to gentle slope, the velocity of the river decreases, which results in the formation of riverine islands. Majuli, in the Brahmaputra river, is the largest inhabited riverine island in the world. The rivers in their lower course split into numerous channels due to the deposition of silt. These channels are known as distributaries.

(i) The source given above relates to which of the following options?
(a) The Coastal Plains (b) The Islands
(c) The Northern Plains (d) Drainage system

(ii) The Northern Plains have been formed by which of the following rivers?
(a) The Indus (b) The Ganga
(c) The Brahmaputra (d) All of these

(iii) The rivers in their lower course split into numerous channels due to deposition of ....., these channels are known as ....
(a) silt, distributaries (b) clay, gulf
(c) gravel, strait (d) sound, isthmus

(iv) Which of the following is the largest in habited riverine island in the world
(a) majuli island (b) Bhoka island
(c) Richards island (d) Sumba island

**25.** Read the source and answer the following questions.

The Constitution does not reflect the views of its members alone. It expresses a broad consensus of its time. Many countries of the world have had to rewrite their Constitution afresh because the basic rules were not acceptable to all major social groups or political parties. In some other countries, the Constitution exists as a mere piece of paper. No one actually follows it. The experience of our Constitution is different. Over the last half a century, several groups have questioned some provisions of the Constitution. But no large social group or political party has ever questioned the legitimacy of the Constitution itself. This is an unusual achievement for any Constitution.

The second reason for accepting the Constitution is that the Constituent Assembly represented the people of India. There was no Universal Adult Franchise at that time. So the Constituent Assembly could not have been chosen directly by all the people of India. It was elected mainly by the members of the existing Provincial Legislatures that we mentioned above. This ensured a fair geographical share of members from all the regions of the country. The Assembly was dominated by the Indian National Congress, the party that led India's freedom struggle. But the Congress itself included a variety of political groups and opinions. The Assembly had many members who did not agree with the Congress. In social terms too, the Assembly represented members from different language groups, castes, classes, religions and occupations. Even if the Constituent Assembly was elected by Universal Adult Franchise, its composition would not have been very different.

(i) The Constitution always reflects
(a) the views of the members of Drafting committee.
(b) a broad consensus of the time when it is written.
(c) views of the democrats.
(d) Both (a) and (b)

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(ii) What is the difference between Indian Constitution and the Constitution of other countries?
(a) In some other countries, the Constitution exists as a mere piece of paper
(b) In India the legitimacy of the constitution is never questioned.
(c) Every country follow its religion religiously
(d) Both (a) and (b)

(iii) How were the members of the Constituent Assembly chosen?
(a) By the Universal Adult Franchise.
(b) By the Prime Minister.
(c) By the members of the existing Provincial Legislatures.
(d) None of the above

(iv) The members of the Constituent Assembly mainly came from
(a) Members of different language, groups, castes, classes, religions and occupations.
(b) The Indian National Congress.
(c) The members of the Parliament.
(d) Both (a) and (b)

**26.** Read the source and answer the following questions.

Education and skill are the major determinants of the earning of any individual in the market. A majority of women have meagre education and low skill formation. Women are paid low compared to men. Most women work where job security is not there. Various activities relating to legal protection is meagre. Employment in this sector is characterised by irregular and low income. In this sector there is an absence of basic facilities like maternity leave, childcare and other social security systems. However, women with high education and skill formation are paid at par with the men. Among the organised sector, teaching and medicine attract them the most. Some women have entered administrative and other services including job, that need high levels of scientific and technological competence.

(i) The amount of earning by an individual can be determined through the ..... and ..... that he / she has.
(a) Money, power
(b) family health
(c) education, health
(d) education, skill

(ii) Why women are paid low compared to men?
(a) They are unskilled
(b) No legal protection
(c) No technical competence
(d) They are weak

(iii) In order to attract women to get employed, what should be provided to them?
(a) Social security
(b) Equal wages
(c) Maternity leave, childcare
(d) All of the above

(iv) Which among the following is the work done in organised sector?
(a) Teaching
(b) Cultivation
(c) Vegetable seller
(d) Construction worker

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## Section-D

**27.** In what ways did the Nazi state seek to establish total control over its people?

*Or* Describe the impact of Nazism on domestic and foreign policy of Germany.

**28.** Explain the 'National River Conservation Plan' (NRCP) in brief.

*or* Why is the distribution of rainfall in India not uniform?

**29.** What are the major functions of the Food Corporation of India?

*or* Explain the measures adopted by the government of India to achieve self-sufficiency in foodgrains.

**30.** How has Indian Constitution embodied the basic values into its institutional arrangements? Discuss.

**31.** What is the significance of the central location of India at the head of the Indian Ocean?

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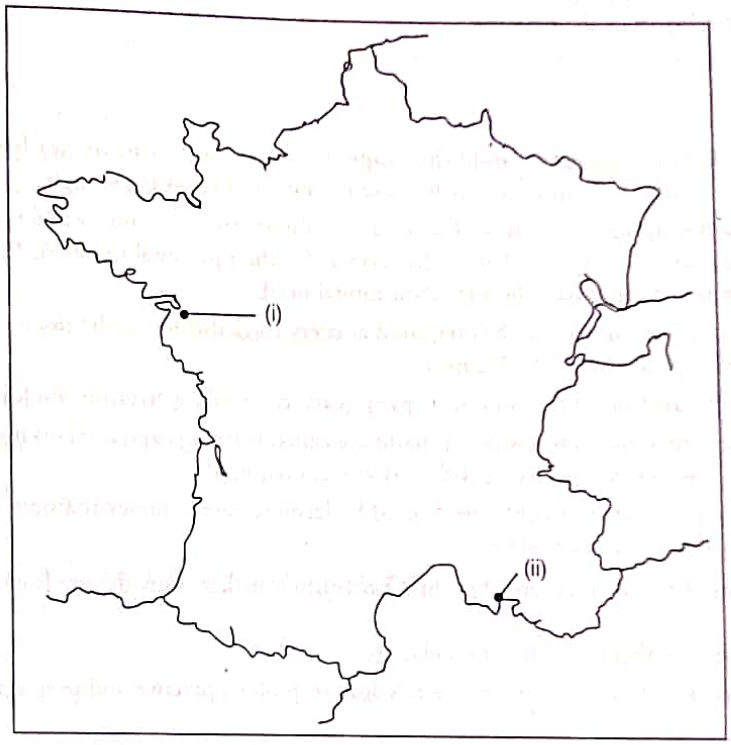
## Section-E

**32.** (a) On the outline map of France, two features are marked. Identify them. (2)

(i) A port city known for the slave trade.

(ii) The city which gave its name to the national anthem of France.




(b) On the outline map of India, locate and label any three of the following features : (3)

(i) Standard Meridian of India
(ii) Capital of the state of Arunachal Pradesh
(iii) Dachigam Wildlife Sanctuary
(iv) The Satpura Range of mountains
(v) Rajaji National Park

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# Answers

1. (*c*) Right to sacrifice animals
2. India has the lengthiest written constitution of the world.
   *or* The Preamble to the Constitution of India is called soul of the constitution.
3. (*d*) Collectivisation of Soviet agriculture
4. (*a*) The African National Congress
5. Labour *Or* soil fertility
6. The factors that are responsible due to which calorie needs vary for a person are sex, age and type of work that a person does.
7. In context of France, 'Tithe' was a religious tax levied by the Church and clergy comprising one-tenth of the agricultural produce.
8. (*a*) Louis XVI became the King of France - (i) 1774
9. A. Above a height of 1000 metres, B. Wet Temperate, Temperate and Alpine
10. (*d*) 15 to 59 years
11. (*c*) Japan

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**12.** The range lying to the South of the Himadri forms the most rugged mountain system and is known as Himachal or lesser Himalaya.

*or* The Ganga Plain is spread over the states of North India, i.e. Haryana, Delhi, UP, Bihar and partly Jharkhand and West Bengal.

**13.** independent candidates *Or* national and state

**14.** (c) There is freedom of religion in the country.

**15.** (*a*) (ii), (i), (iii)

**16.** (b) Economic activities

**17.** The small farmers in Palampur manage to fulfill their capital needs by borrowing money from village money lenders, traders and rich farmers. It affects them adversely because the rate of interest is too high.

The capital is needed to buy agricultural inputs like seeds, fertilisers, farm machinery and to fulfill the irrigation facilities for the crops. Sometimes capital is also needed by the farmers for their personal needs. As their income is low, they are not able to save much and hence, depend on others for their capital needs.

*or* Physical capital is the variety of inputs which is required at every stage during production. There are two different types of physical capital, viz fixed capital and working capital :

(*i*) **Fixed capital** It can be used in production over many years, e.g. tools, generators, buildings etc.

(*ii*) **Working capital** Raw materials and money in hand are called working capital. Working capital is used up during the production activity, resulting in finished goods and services required.

Production requires various raw materials like seeds used by farmers. Some money is always required during production to make payments and buy other necessary items.

**18.** In India, people belong to different religions. So, the Constitution makers provide provisions for India to be a secular country.

The Constitutional provisions that make India secular are:

(*i*) The Constitution provides to all its citizens the freedom to profess, practice and propagate any religion of their choice.

(*ii*) There is no official religion for India.

(*iii*) There shall be no religious instruction in the government educational institutions. Every religious group or sect is free to manage its religious affairs.

**19.** The differences between economic activities and non-economic activities are given below :

| Economic Activities | Non-economic Activities |
|---|---|
| All activities that cause to procure money and add value to the national income are called 'economic activities'. | There are various services delivered without pay or profit, such as upbringing of the family by women. Their work is not paid for and thus, not accounted for in the national income, which is the sum total of goods and services produced in a country. |
| Production of goods and offering of services, including government service are its examples. | Mother making food for her children is an example of non-economic activity. |

**20.** Following conditions make an election democratic:

- Election must be held regularly in every five years.
- Every eligible voter must have one vote with equal value.
- There should be more than one party so that voters can get some real choice.
- Elections should be conducted in a free and fair manner and people should have full freedom to vote for any candidate they like.

*or* The three demerits of electoral competition are:

(*i*) An electoral competition creates a sense of disunity and factionalism in every locality.

(*ii*) The pressure of winning electoral competition does not allow sensible long term policies to be formulated.

(*iii*) Some good people do not enter electoral competition as they do not like the unfair competition in politics.

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**21.** Hunger is not just an expression of poverty, it brings about poverty. The attainment of food security therefore involves eliminating current hunger and reducing the risks of future hunger. Therefore, hunger is an important aspect of indicating food insecurity.

Hunger has chronic and seasonal dimensions. Chronic hunger is a consequence of diets continuously inadequate in terms of quantity and quality due to low income. Seasonal hunger is related to cycles of earning, when people get work and eat proper food. But when they do not get work then they suffer from hunger.

**22.** Nazi Youth League was founded in 1922 to unify the Youth Movement under the Nazi control.

Its main objectives were:

- To educate German youth in the spirit of National socialism.
- To train youths to worship war, glorify aggression and violence, condemn democracy and hate the undesirables.
- To prepare the youth to join the labour service after a period of rigorous ideological and physical training.

**23.** (*i*) (d) Both (a) and (b)

(*ii*) (d) Both (b) and (c)

(*iii*) (b) most factories are private property of industrialists.

(*iv*) (d) All of the above

**24.** (*i*) (c) The Northern Plains (*ii*) (d) All of the above

(*iii*) (a) Silt, distributaries (*iv*) (a) Majuli Island

**25.** (*i*) (d) Both (a) and (b)

(*ii*) (d) Both (a) and (b)

(*iii*) (c) By the members of the existing Provincial Legislatures.

(*iv*) (d) Both (a) and (b)

**26.** (*i*) (d) education, skill (*ii*) (b) No legal protection

(*iii*) (d) All of the above (*iv*) (a) Teaching

**27.** The Nazi state sought to establish total control over its people in the following ways:

- All political parties and trade unions were banned except the Nazi Party and its affiliates.
- The state established total control over the economy, media, army and judiciary.
- Germany became almost a police state. Special surveillance, security forces, secret state police (Gestapo) were created to control the society.
- The Nazi rule glorified war and chose the path of war as a way out of the economic crisis. The Nazi rule targeted the Jews as the cause of all miseries and undertook Genocidal War against the Jews.
- Hitler introduced a massive programme of militarisation to enhance the military power of Germany and to restore its international honour and glory.

*Or* Nazism impacted domestic policies of Germany as follows

(*i*) Hitler indefinitely suspended civic rights like freedom of speech, press and assembly.

(*ii*) He sidelined Parliament and ruled by decree.

(*iii*) All political parties and trade unions were banned except for the Nazi Party and its affiliates.

(*iv*) The state established complete control over the economy, media, army and judiciary.

(*v*) Special security forces like Gestapo were created to control the citizens.

Nazism had great impact on Germany's foreign policy. The changes due to this were

(*i*) Germany pulled out of the League of Nations in 1933.

(*ii*) Germany reoccupied the Rhineland (1936) and integrated Austria and Germany (1938) under the slogan, One people, One empire and One leader.

(*iii*) Hitler occupied the Sudetenland province of Czechoslovakia and later took over the entire country.

**28.** The Central Government sponsored scheme of National River Conservation Plan (NRCP) is being implemented by the Central Government jointly with the State Governments on a cost-sharing basis. The pollution abatement (reduction) work under NRCP presently covers polluted stretches of 39 major rivers and 152 towns spread over 16 states in the country.

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The activities of Ganga Action Plan (GAP) Phase-I initiated in 1985, were declaired closed on 31st March, 2000. The steering committee of the National River Conservation Authority reviewed the progress of the GAP and necessary correction were made on the basis of lessons learnt and experience gained from GAP Phase-I.

These have been applied to the major polluted rivers of the country by the NRCP. The Ganga Action Plan (GAP) Phase-II has been merged with NRCP. A total of 215 schemes of pollution abatement have been sanctioned.

So far, 69 schemes have been completed under this action plan. A million litres of sewage per day is targeted to be intercepted, diverted and treated.

*Or* The distribution of rainfall in India is not uniform. The main reasons are as follows :

- **Relief** Relief factors, i.e. high mountains and hills act as a barrier to rain bearing winds. When such winds collide with the high mountains, they cause rainfall on the windward side. The leeward side on the other hand remains drier. For example, due to the Western Ghats, the Western Coastal Plains get heavy rainfall.
- **Distance from the Sea** As the distance from the sea increases, the moisture content of the wind decreases. So, the interior of landmass are much drier than those in the coastal region.
- **Direction of Wind** The regions lying in the direction of flow of wind are rainier than those not lying on its direction. For example, Tamil Nadu coast which lies parallel to the Bay of Bengal branch does not get rainfall from South-West monsoon.

**29.** The Food Corporation of India was set up to fulfil the following objectives of the National Food Policy:

(*i*) Supporting and encouraging crop production by declaring MSP so that farmers can sell their crops to FCI.

(*ii*) Distribution of foodgrains throughout the country through the Public Distribution System.

(*iii*) Maintaining a satisfactory level of buffer stocks of foodgrains to ensure National Food Security.

(*iv*) Intervention in the foodgrains market whenever required for regularising the prices.

FCI has played a significant role in India's success in providing food security by maintaining buffer stocks.

*Or* After independence, Indian policy makers adopted all measures to achieve self-sufficiency in foodgrains.

Following measures were adopted by government of India to achieve self-sufficiency in foodgrains:

(*i*) India adopted a new strategy in agriculture, which resulted in 'Green Revolution' especially in the production of wheat and rice.

(*ii*) The government has made the provision of buffer stock meant to distribute foodgrains in the deficit areas and among the poorer strata of society at a price lower than the market price. This also helps to resolve the problem of shortage of food during adverse weather conditions or during the periods of calamity.

(*iii*) The government has made provision of Public Distribution System (PDS). This is meant for distribution of foodgrains through government regulated shops among the poorer sections of the society.

(*iv*) The government has also initiated several programmes like Poverty Alleviation Programmes (PAPs) and Food for Work Programme to ensure affordability of food by providing employment.

**30.** The Indian Constitution embodied the basic values into its institutional arrangements as:

- Values that inspired and guided Indian freedom struggle and later developed by it formed the foundation of Indian democracy. These values were included in the Preamble to the Indian Constitution.
- The Indian Constitution begins with a short statement of its basic values. This is called the Preamble to the Constitution. Inspired by the American Constitution, Indian Constitution also begins with the Preamble.
- The Preamble guide all the articles of the Indian Constitution. It contains the philosophy on which the entire Constitution is dependent. The Preamble provides a standard to examine and evaluate any law and action of the government. It also determines whether it is good or bad.
- Indian Constitution embodies these values into institutional arrangement. But the laws of the Constitution are not static and unalterable. These can be changed with people's aspirations and changes in society.

**31.** The Indian landmass has a central location between East and West Asia. The significance of its location can be justified in the following ways :

- India is a Southward extension of the Asian continent. The trans-Indian Oceanic routes, which connect the countries of Europe in the West and the countries of East Asia provide a strategic central location to India.
- The Deccan Peninsula protrudes into the Indian Ocean, thus, helping India to establish close contact with West Asia, Africa and Europe from the Western coast and with South-East and East Asia from the Eastern coast.
- India has the longest coastline on the Indian Ocean. It is India's important position in the Indian ocean for which the ocean is named after it.
- India can easliy export and import its commodities with neighbouring nations with the help of oceanic routes via, its sea ports.

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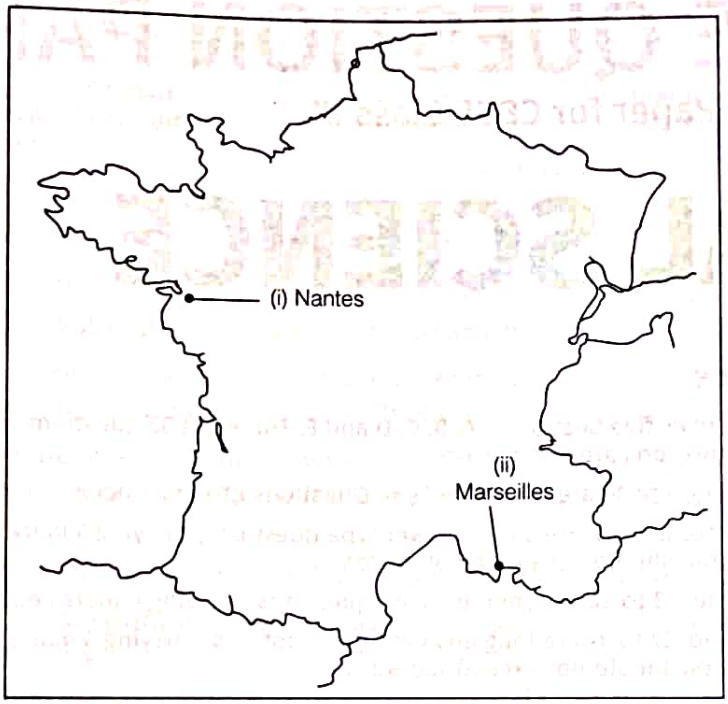
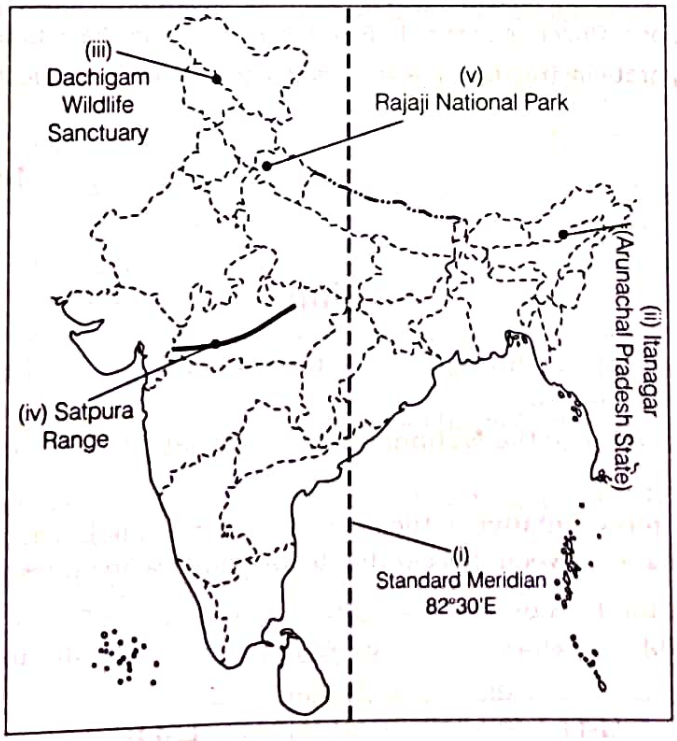
32. (a)




(b)

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# SAMPLE QUESTION PAPER 3

**A Sample Question Paper for CBSE Class IX**

# SOCIAL SCIENCE

**General Instructions**

- Question paper comprises five Sections – A, B, C, D and E. There are 32 questions in the question paper. All questions are compulsory.
- Section A – Question no. 1 to 16 are Objective Type Questions of 1 mark each.
- Section B – Question no. 17 to 22 are short answer type questions, carrying 3 marks each. Answer to each question should not exceed 80 words.
- Section C – Question no. 23 to 26 are source based questions, carrying 4 marks each.
- Section D – Question no. 27 to 31 are long answer type questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
- Section E – Question no. 32 is map based, carrying 5 marks with two parts, 32 (a) from History (2 marks) and 32 (b) from Geography (3 marks).
- There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions have to be attempted.
- In addition to this, separate instructions are given with each section and question, wherever necessary.

**Time : 3 hours** **Max. Marks : 80**

## Section–A

**1.** Investment in human capital through ..... training and ..... yields a return just like investment in physical capital.

*or* Activities which add value to the National income are called ..... or ..... .

**2.** Identify the term.
He is sitting elected representative or the current holder of a political office. Usually, the choice for the voters in elections is between this candidate and those who oppose them.

**3.** Robert Mugabe was the President of
(a) Ethiopia (b) Zimbabwe (c) Algeria (d) Mozambique

**4.**

| List I (Rivers) | List II (Originate From) |
|---|---|
| A. Narmada | 1. Western Ghats |
| B. Tapi | 2. Satpura range |
| C. Godavari | 3. Amarkantak hills |
| D. Mahanadi | 4. Highlands of Chhattisgarh |

**Codes**

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 1 | 2 | 3 | 4 |
| (c) | 2 | 1 | 3 | 4 |

| | A | B | C | D |
|---|---|---|---|---|
| (b) | 4 | 3 | 2 | 1 |
| (d) | 3 | 2 | 1 | 4 |

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**5.** Complete the following table with correct information regarding tropical deciduous forests :

| Tropical Deciduous Forests | Annual Rainfall | Where found | Dominant species of trees found |
|---|---|---|---|
| | A - ? | Mostly in Eastern parts of India | B - ? |

**6.** Can social exclusion cause poverty in our society? Explain.

**7.** In geographical terms Indian landmass is called a Peninsula. Why?

*or* Name the largest inhabited riverine island in the world.

**8.** What is the main economic activity in village Palampur?

(a) Agriculture (b) Horticulture (c) Trading (d) Manufacturing

**9.** Correct the following statement and rewrite it.

The climate of India is described as monsoon type. This type of climate is also found in South America.

*or* India has mountains to the North, which have an average height of about 4,500 metres.

**10.** The makers of the Constitution of India made a provision of ..... to ensure representation of every section of society.

*or* In India, Lok Sabha and Vidhan Sabha elections are held after every ..... years.

**11.** During Nazism 'undesirable children' means

(a) Jews (b) physically handicapped
(c) Gypsies (d) All of these

**12.** Most of the small farmers in villages borrow money from village ..... .

**13.** Find the incorrect option.

Successful slogans given by political parties in various elections are as follows:

(a) "India Shining" by the Congress Party in the 1971 Lok Sabha elections.
(b) "Land to the Tiller" by the Left Front in the 1977 West Bengal Assembly elections.
(c) "Save Democracy" by the Janata Party in the 1977 Lok Sabha elections.
(d) "Protect the Self-Respect of the Telugus" by the Telugu Desam Party in the 1983, Andhra Pradesh Assembly elections.

**14.** Arrange the following anti-poverty programmes in chronological order based on the year of their launch:

(i) Mahatma Gandhi National Rural Employment Guarantee Act (MG-NREGA)
(ii) National Food for Work Programme (NFWP)
(iii) Prime Minister Rozgar Yozana (PMRY)
(iv) Swarnajayanti Gram Swarozgar Yojana (SGSY)

**Codes**

(a) (iv), (iii), (i), (ii) (b) (ii), (iv), (i), (iii)
(c) (ii), (i), (iii), (iv) (d) (ii), (i), (iv), (iii)

**15.** In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

**Assertion** (A) Unemployment leads to wastage of manpower resources.

**Reason** (R) Increase in unemployment is an indicator of depressed economy.

**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

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**16.** When did the famine in Bengal occur?
(a) 1955 (b) 1943
(c) 1922 (d) 1914

## Section-B

**17.** Give the chief characteristics of tropical evergreen forests.
*or* In which region, thorny forests are found? Give their features.

**18.** What do you mean by direct democracy? Why it is not practised in the present day world?
*or* What is representative democracy? How is it significant in the contemporary world?

**19.** "Colonial rule and income inequalities are the causes of poverty." Comment.

**20.** Define three sectors of economy.

**21.** What were the promises made by Adolf Hitler to people of Germany?

**22.** What is meant by Council of Ministers? Explain the different categories of ministers.

## Section-C

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**23.** Read the source and answer the following questions.

The year 1904 was a particularly bad one for Russian workers. Prices of essential goods rose so quickly that real wages declined by 20 per cent. The membership of workers' associations rose dramatically. When four members of the Assembly of Russian Workers, which had been formed in 1904, were dismissed at the Putilov Iron Works, there was a call for industrial action. Over the next few days over 11,000 workers in St Petersburg went on strike demanding a reduction in the working day to eight hours, an increase in wages and improvement in working conditions.

When the procession of workers led by Father Gapon reached the Winter Palace it was attacked by the police and the Cossacks. Over 100 workers were killed and about 300 wounded. The incident, known as Bloody Sunday, started a series of events that became known as the 1905 Revolution. Strikes took place all over the country and universities closed down when student bodies staged walkouts, complaining about the lack of civil liberties. Lawyers, doctors, engineers and other middle-class workers established the Union of Unions and demanded a Constituent Assembly.

During the 1905 Revolution, the Tsar allowed the creation of an elected consultative Parliament or Duma. For a brief while during the revolution, there existed a large number of trade unions and factory committees made up of factory workers. After 1905, most committees and unions worked unofficially, since they were declared illegal. Severe restrictions were placed on political activity.

(i) Why did the wages of Russian workers decline by 20 per cent?
(a) Factory owners wanted to make more profits.
(b) Factories were overcrowded with workers.
(c) Prices of essential goods rose very quickly.
(d) None of the above

(ii) What was the demand of workers in St Petersburg area?
(a) Reduction in the working hours to eight hours.
(b) Increase in daily wages.
(c) Improvement in working conditions.
(d) All of the above

(iii) Identify the incidents that started as result of the Bloody Sunday.
(a) Universities closed down, student demanded civil liberties.
(b) Union of Unions was established
(c) Citizens demanded a Constituent Assembly.
(d) All of the above

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(iv) After the 1905 Revolution, severe restrictions were placed on political activities of Russian people which included
(a) trade unions were declared illegal.
(b) committees of the workers were declared illegal.
(c) Both (a) and (b)
(d) middle classes were severely punished.

**24.** Read the source and answer the following questions.

The Northern Plain is broadly divided into three sections. The Western part of the Northern Plain is referred to as the Punjab Plains. Formed by the Indus and its tributaries, the larger part of this plain lies in Pakistan. The Indus and its tributaries — the Jhelum, the Chenab, the Ravi, the Beas and the Satluj originate in the Himalaya. This section of the plain is dominated by the doabs.

Doab' is made up of two words — 'do' meaning two and 'ab' meaning water. Similarly 'Punjab', is also made up two words — 'Punj' meaning five and 'ab' meaning water.

The Ganga plain extends between Ghaggar and Teesta rivers. It is spread over the states of North India, Haryana, Delhi, Uttar Pradesh, Bihar, partly Jharkhand and West Bengal to its East, particularly in Assam lies the Brahmaputra plain. The Northern plains are generally described as flat land with no variations in its relief. It is not true. These vast plains also have diverse relief features. According to the variations in relief features, the Northern plains can be divided into four regions. The rivers, after descending from the mountains deposit pebbles in a narrow belt of about 8 to 16 km in width lying parallel to the slopes of the Shiwaliks. It is known as bhabar. All the streams disappear in this bhabar belt. South of this belt, the streams and rivers re-emerge and create a wet, swampy and marshy region known as Terai. This was a thickly forested region full of wildlife. The forests have been cleared to create agricultural land and to settle migrants from Pakistan after partition.

(i) The source given above relates to which of the following options?
(a) The coastal plains (b) Divisions of the Northern Plains
(c) The Himalayan mountains (d) None of the above

(ii) The Western part of the Northern Plain is referred to as ....
(a) Brahmaputra Plain (b) Ganga Plain
(c) Punjab Plain (d) Indus Plain

(iii) All the streams disappear in which region of the Northern Plains?
(a) Bhabar (b) Terai (c) Bangar (d) Khadar

(iv) South of Bhabar belt, the streams and rivers re-emerge and create a wet, swampy and marshy region which is known as
(a) Terai (b) Bangar
(c) Khadar (d) Brahmaputra Plain

**25.** Read the source and answer the following questions.

A Constitution is not merely a statement of values and philosophy. As we noted above, a Constitution is mainly about embodying these values into Institutional arrangements. Much of the document called Constitution of India is about these arrangements. It is a very long and detailed document. Therefore it needs to be amended quite regularly to keep it updated. Those who crafted the Indian Constitution felt that it has to be in accordance with people's aspirations and changes in society. They did not see it as a sacred, static and unalterable law. So, they made provisions to incorporate changes from time to time. These changes are called Constitutional Amendments.

The Constitution describes the institutional arrangements in a very legal language. If you read the Constitution for the first time, it can be quite difficult to understand. Yet the basic institutional design is not very difficult to understand. Like any Constitution, the Indian Constitution lays down a procedure for choosing persons to govern the country. It defines who will have how much power to take which decisions. And it puts limits to what the government can do by providing some rights to the citizen that cannot be violated.

(i) Which of the following not relates to Constitution of India?
(a) Institutional arrangement (b) Legal language
(c) Citizen Rights (d) Philosophical values

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(ii) Indian Constitution holds its importance because it can.
(a) be read often (b) be amended
(c) give unaltered law (d) All of the above

(iii) Which is not a feature of the Indian Constitution?
(a) Lengthy (b) Updated (c) Static (d) Detailed

(iv) The Indian Constitution provides certain ..... that cannot be violated by anyone.
(a) rights (b) values (c) powers (d) restrictions

**26.** Read the source and answer the following questions.

The various activities have been classified into three main sectors i.e., primary, secondary and tertiary. Primary sector includes agriculture, forestry, animal husbandry, fishing poultry farming, mining and quarrying. Manufacturing is included in the secondary sector. Trade transport, communication banking education, health, tourism, services insurance etc are included in the tertiary sector. The activities in this sector result in the production of goods and services. These activities add value to the national income. These activities are called economic activities. Economic activities have two parts i.e. market activities and non market activities. Market activities involve remuneration to anyone who performs i.e. activity performed for pay or profit. These include production of goods or services, including government service. Non market activities are the production for self consumption.

(i) Which activities add value to the national income?
(a) Animal husbandry (b) Manufacturing
(c) Economic activities (d) All of the above

(ii) Match List I with List II.

| | List I | List II |
|---|---|---|
| A. | Poultry farming | 1. Secondary Activity |
| B. | Communication | 2. Primary Activity |
| C. | Making dinner for family | 3. Tertiary Activity |
| D. | Construction | 4. Non-economic Activity |

Codes

| | A | B | C | D |
|---|---|---|---|---|
| (a) | 2 | 3 | 4 | 1 |
| (c) | 4 | 2 | 1 | 3 |

| | A | B | C | D |
|---|---|---|---|---|
| (b) | 3 | 1 | 2 | 4 |
| (d) | 1 | 4 | 3 | 2 |

(iii) Which among the following is a non market activity?
(a) Farming in our farm. (b) Working in our factory.
(c) Teaching our children. (d) All of the above

(iv) All economic activities generate ..... so they are also called market activities.
(a) production of goods (b) remuneration
(c) self consumption (d) services

## Section-D

**27.** "Formation of Indian Constitution was no less struggle than that of Africa." Do you agree? Explain with five arguments.

*or* Highlight the salient features of the Constitution of India.

**28.** What is the aim of production? Explain the four factors of production of goods and services.

*or* Explain the role of transport for rural development.

**29.** Describe the legacy of the French Revolution for the people of the world.

*or* Name one of the most important of the politically active women in revolutionary France. What do you know about her?

**30.** Explain any five important characteristics of the adolescent population in India.

**31.** Explain the contribution of Lenin to the Russian Revolution.

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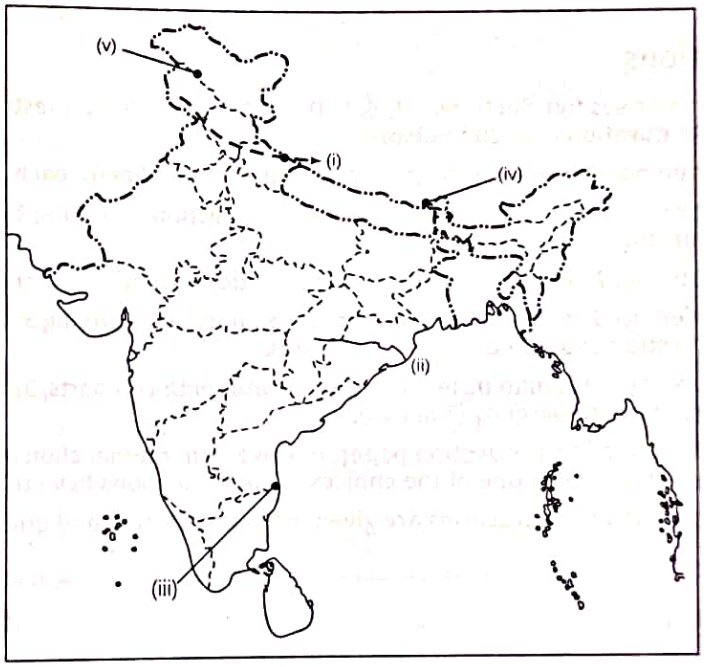
## Section-E

**32.** (a) Locate and label the following on the map of France. (2)
(i) Bordeaux (ii) Paris

(b) On the given political outline map of India, identify any three of the following features marked and write their correct names. (3)
(i) A mountain range (ii) A river flowing into Bay of Bengal
(iii) A lake in South India (iv) A mountain peak
(v) A wildlife sanctuary/national park




# Answers

**1.** education, medical care
*or* economic activities, market activities
**2.** Incumbent
**3.** (*b*) Zimbabwe
**4.** (*d*)
**5.** A. Between 70 and 200 cm, B. Teak
**8.** (*a*) Agriculture
**10.** reserved constituencies *or* five
**11.** (*d*) All of these
**12.** moneylenders
**13.** (*a*) "India Shining" by the Congress Party in the 1971 Lok Sabha elections.
**14.** (a) (iv), (iii), (i), (ii)
**15.** (*b*) Both A and R are true, but R is not the correct explanation of A
**16.** (*b*) 1943

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# SAMPLE QUESTION PAPER 4

**A Sample Question Paper for CBSE Class IX**

# SOCIAL SCIENCE

**General Instructions**

- Question paper comprises five Sections – A, B, C, D and E. There are 32 questions in the question paper. All questions are compulsory.
- Section A – Question no. 1 to 16 are Objective Type Questions of 1 mark each.
- Section B – Question no. 17 to 22 are short answer type questions, carrying 3 marks each. Answer to each question should not exceed 80 words.
- Section C – Question no. 23 to 26 are source based questions, carrying 4 marks each.
- Section D – Question no. 27 to 31 are long answer type questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
- Section E – Question no. 32 is map based, carrying 5 marks with two parts, 32 (a) from History (2 marks) and 32 (b) from Geography (3 marks).
- There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions have to be attempted.
- In addition to this, separate instructions are given with each section and question, wherever necessary.

**Time : 3 hours** **Max. Marks : 80**

## Section–A

**1.** More than required people employed for a particular job is known as
(a) disguised unemployment (b) seasonal unemployment
(c) optional unemployment (d) alternative unemployment

**2.** Synagogue is the place of worship of
(a) Christians (b) Buddhists (c) Jews (d) Parsis

**3.** Choose the correct option from column I and II.

| | Column I | Column II |
|---|---|---|
| (a) | Cardamom Hills | (i) Eastern extension of the Deccan Plateau |
| (b) | Mahadeo Hills | (ii) On the Deccan Plateau |
| (c) | Naga Hills | (iii) Part of the Eastern Ghats |
| (d) | Northern Circar | (iv) Part of the Western Ghats |

**4.** Consider the following statements and choose the correct option.
I. Hitler became Chancellor in 1930.
II. Hitler pulled out of the League of Nations in 1931.
III. Hitler was against the Versailles. Treaty.

**Codes**
(a) Only I (b) Only II (c) Both I and II (d) Only III

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**5.** Complete the following table.

| States | Location |
|---|---|
| Rajasthan | North of the Tropic of Cancer |
| Andhra Pradesh | Located on the East coast |
| Kerala | A - ? |
| Mizoram | B - ? |

**6.** What is fixed capital?

*or* Name the non-farming activities being carried out in Palampur.

**7.** What were the views of the liberals in 19th century Europe regarding Universal Adult Franchise?

**8.** When did the women in France win the Right to Vote?

*or* When did Napoleon crown himself as Emperor of France?

**9.** Which of the following is/are true meaning of the rule of law?

(a) The government shall not deny to any person in India equality before the law.
(b) The laws apply in the same manner to all, regardless of a person's status.
(c) No person is above the law.
(d) All of the above

*or* Which one of the following is not a Fundamental Right in India?

(a) Right to Constitutional Remedies (b) Right against Exploitation
(c) Right of Property (d) Right to Freedom of Religion

**10.** Correct and rewrite.
Internal migration leads to change in size of the population of a country whereas International Migration leads to change in size as well as distribution of population.

**11.** In democratic countries, the ..... can make new laws, change existing laws, or abolish existing laws and make new ones in their place.

*or* The two Houses of Parliament in India are known as the ..... (Rajya Sabha) and the House of the People (Lok Sabha).

**12.** Identify the term.
If a representative from a constituency dies while in office or if the office falls vacant because of reasons like resignation, fresh elections are held in that particular constituency.

**13.** Consider the statements and choose the incorrect option.

(a) The Raikas combined cultivation with pastoralism.
(b) During monsoons, the Raikas stayed in their home villages where pasture was available.
(c) The Maru Raikas hearded camels, sheep and goat.
(d) The settlements of Maru Raikas were known as mandaps.

**14.** Arrange the following mountain ranges in the order of their location from West to East.

(i) Aravali mountain range (ii) Gir mountain range
(iii) Khasi Hills (iv) Patkai Bum mountain range

**Codes**

(a) (iv), (ii), (i), (iii) (b) (i), (iii), (iv), (ii)
(c) (i), (ii), (iii), (iv) (d) (ii), (i), (iii), (iv)

**15.** In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

**Assertion** (A) The Election Commission (EC) has now begun to exercise all its powers and also expand them.
**Reason** (R) When on election duty, government officers work under the control of the government and not the EC.

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**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

**16.** Sunil is a parent who invest more heavily on the education of his child, Arun. This is because he realised the importance of education for themselves. He is also conscious of proper nutrition and hygiene of his child.

He accordingly look after his child's needs for education at school and good health. Analyse the information given above and consider which economic phenomenon better explains this situtation?

## Section-B

**17.** How were the great plains of Northern India formed?

*or* State any three features of the Himalayan mountains.

**18.** The government under General Pervez Musharraf in Pakistan cannot be called a democracy. Why?

*or* Write three difficulties faced by the people in a non-democratic country.

**19.** Why do all the countries in the world not have the same poverty lines? State some suitable reasons.

**20.** What was the significance of the 'Tennis Court Oath' in the French Revolution?

**21.** Why ship industry of England was also responsible for deforestation in India?

**22.** How is the popular participation of voters in India made elections democratic?

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## Section-C

**23.** Read the source and answer the following questions.

The Bolsheviks were totally opposed to private property. Most industry and banks were nationalised in November 1917. This meant that the government took over ownership and management. Land was declared social property and peasants were allowed to seize the land of the nobility. In cities, Bolsheviks enforced the partition of large houses according to family requirements. They banned the use of the old titles of aristocracy. To assert the change, new uniforms were designed for the army and officials, following a clothing competition organised in 1918 – when the Soviet hat (budenovka) was chosen.

The Bolshevik Party was renamed the Russian Communist Party (Bolshevik). In November 1917, the Bolsheviks conducted the elections to the Constituent Assembly, but they failed to gain majority support. In January 1918, the Assembly rejected Bolshevik measures and Lenin dismissed the Assembly. He thought the All Russian Congress of Soviet was more democratic than an assembly elected in uncertain conditions. In March 1918, despite opposition by their political allies, the Bolsheviks made peace with Germany at Brest Litovsk. In the years that followed, the Bolsheviks became the only party to participate in the elections to the All Russian Congress of Soviets, which became the Parliament of the country. Russia became a one-party state.

(i) Identify the important steps taken by the Bolsheviks.
(a) Most industry and banks were nationalised.
(b) Land was declared social property.
(c) Peasants were allowed to seize the land of the nobility.
(d) All of the above

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(ii) Dividing the large houses according to family requirement was an important step taken by .....
(a) the Mensheviks
(b) constituent Assembly
(c) the Bolsheviks
(d) the Duma

(iii) Why did Lenin dismiss the Constituent Assembly?
(a) It maintains old laws.
(b) All Russian Congress of Soviet was more democratic than an assembly.
(c) The members were mainly the Mensheviks.
(d) None of the above

(iv) Which of the following reason correctly described that Russian became a one-party state?
(a) Constituent Assembly banned all parties except the Bolsheviks.
(b) Lenin was the leader of Bolsheviks.
(c) The Bolsheviks only participated in the election to the All Russian Congress of Soviet.
(d) None of the above

**24.** Read the source and answer the following questions.

The Peninsular Plateau is a tableland composed of the old crystalline, igneous and metamorphic rocks. It was formed due to the breaking and drifting of the Gondwana land and thus, making it a part of the oldest landmass. The plateau has broad and shallow valleys and rounded hills. This plateau consists of two broad divisions, namely, the Central Highlands and the Deccan Plateau. The part of the Peninsular Plateau lying to the North of the Narmada river, covering a major area of the Malwa plateau, is known as the Central Highlands. The Vindhyan range is bounded by the Satpura range on the South and the Aravalis on the North-West. The further Westward extension gradually merges with the sandy and rocky desert of Rajasthan. The flow of the rivers draining this region, namely the Chambal, the Sind, the Betwa and the Ken is from South-West to North-East, thus indicating the slope. The Central Highlands are wider in the West but narrow in the East. The Eastward extensions of this plateau are locally known as the Bundelkhand and Baghelkhand. The Chota Nagpur plateau marks the further Eastward extension, drained by the Damodar river.

(i) The Peninsular Plateau is a tableland composed of the old crystalline ..... and ..... rocks.
(a) sedimentary, igneous
(b) igneous, metamorphic
(c) metamorphic , sedimentary
(d) None of the above

(ii) Which of the following is the oldest landmass in India?
(a) The Islands
(b) The Northen Plains
(c) The Himalayas
(d) The Peninsular Plateau

(iii) The part of Peninsular Plateau lying to the North of the Narmada river, covering a major area of the Malwa plateau, is known as the
(a) Central Highlands
(b) Deccan Plateau
(c) Deccan Trap
(d) None of the above

(iv) The Eastward extension of Peninsular Plateau is locally known as
(a) Rohilkhand (b) Bundelkhand (c) Baghelkhaned (d) Both (b) and (c)

**25.** Read the source and answer the following questions.

Elections can be held in many ways. All democratic countries hold elections. But most non-democratic countries also hold some kind of elections. How do we distinguish democratic elections from any other election? We discussed many examples of countries where elections are held but they can't really be called democratic elections. Let us recall what we learnt there and start with a simple list of the minimum conditions of a democratic election:

First, everyone should be able to choose. This means that everyone should have one vote and every vote should have equal value.

- Second, there should be something to choose from. Parties and candidates should be free to contest elections and should offer some real choice to the voters.
- Third, the choice should be offered at regular intervals. Elections must be held regularly after every few years.
- Fourth, the candidate preferred by the people should get elected. Fifth, elections should be conducted in a free and fair manner where people can choose as they really wish.

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- These might look like very simple and easy conditions. But there are many countries where these are not fulfilled. We will apply these conditions to the elections held in our own country to see if we can call these democratic elections.

(i) People have a right to vote and every vote have equal value only in .....
(a) monarchy (b) democratic countries
(c) Non-democratic countries (d) All of the above

(ii) The presence of different ..... during elections, offer real choice to the voters.
(a) parties (b) ballot boxes (c) voters (d) countries

(iii) Which of the following means people can choose whom they really wish without any pressure?
(a) One vote one value (b) Elections at regular intervals
(c) Free and fair elections (d) Candidates free to context elections.

(iv) Which is not a condition for democratic elections in true sense?
(a) Multi-party system (b) Everyone having a single vote
(c) No class or caste difference (d) No fixed time period of election.

**26.** Read the source and answer the following questions.

Prime minister Rozgar Yozana (PMRY) is another scheme which was started in 1993. The aim of the programme is to create self-employment opportunities for educated unemployed youth in rural areas and small business and industries. Rural Employment Generation Programme (REGP) was launched in 1995. The aim of the programme is to create self-employment opportunities in rural areas and small towns. A target for creating 25 lakh new jobs has been set for the programme under the Tenth Five Year Plan. Swarnajayanti Gram Swarozgar Yojana (SGSY) was launched in 1999. The programme aims at bringing the assisted poor families above the poverty line by organising them into self help groups through a mix of bank credit and government subsidy.

(i) PMRY is a scheme aimed towards what?
(a) Food security (b) Women safety
(c) Employment generation (d) Poverty reduction

(ii) When was Rural Employment Generation Programme launched?
(a) 1993 (b) 1995 (c) 2008 (d) 1980

(iii) SGSY aims to provide bank credits and government subsidy to ..... .
(a) Self help groups (b) Rural unemployed youth
(c) Urban educated youth (d) Rural women

(iv) Self employment opportunities means
(a) generate employment on your own. (b) open cottage industry
(c) start business with very little capital (d) All of the above

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## Section-D

**27.** The 'Mid-day Meal' scheme is one of the most successful schemes of the Indian Government. Explain by giving its purpose.

*or* What do you mean by NFWP? Explain its main features.

**28.** What landmark decisions were taken by the National Assembly led by the third estate on 4th August, 1789?

*or* Explain the causes for the empty treasury of France under Louis XVI.

**29.** India is said to enjoy a strategic position with reference to international trade routes. In your view, which features provide India a strategic advantage?

**30.** What are the objectives of India's National Policy on health? Suggest two ways in which the policy objectives can be met.

**31.** What are the powers of the Supreme Court?

*or* Why is there a need for political institutions? Explain.

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## Section–E

**32.** (a) Locate and label the following countries on the map of world which were under German expansion (Nazi Power). (2)

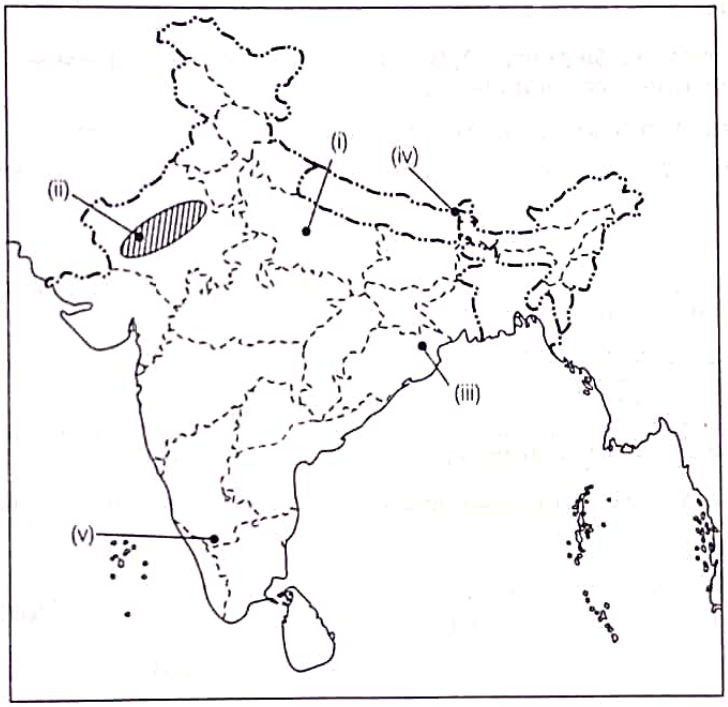
(i) Denmark (ii) Belgium

(b) Five features are marked on the given map of India. Identify any three of them and write their names in the marked space on the map. (3)

(i) The capital of the marked state (ii) A type of forest

(iii) A national park (iv) A mountain peak

(v) A bird sanctuary




# Answers

**1.** (a) disguised unemployment

**2.** (*c*) Jews

**3.** (b) Mahadeo Hills - (ii) On the Deccan Plateau

**4.** (*d*) Only III

**5.** A. Located on the West Coast,
B. Tropic of Cancer passes through it

**9.** (*d*) All of the above *or* (d) Right of Property

**11.** Parliament *or* Council of States

**12.** By-Election

**13.** (*d*) The settlements of Maru Raikas were known as mandaps.

**14.** (*d*) (ii), (i), (iii), (iv)

**15.** (*c*) A is true, but R is false

**16.** Virtuous cycle

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# SAMPLE QUESTION PAPER 5

**A Sample Question Paper for CBSE Class IX**

# SOCIAL SCIENCE

**General Instructions**

- Question paper comprises five Sections – A, B, C, D and E. There are 32 questions in the question paper. All questions are compulsory.
- Section A – Question no. 1 to 16 are Objective Type Questions of 1 mark each.
- Section B – Question no. 17 to 22 are short answer type questions, carrying 3 marks each. Answer to each question should not exceed 80 words.
- Section C – Question no. 23 to 26 are source based questions, carrying 4 marks each.
- Section D – Question no. 27 to 31 are long answer type questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
- Section E – Question no. 32 is map based, carrying 5 marks with two parts, 32 (a) from History (2 marks) and 32 (b) from Geography (3 marks).
- There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions have to be attempted.
- In addition to this, separate instructions are given with each section and question, wherever necessary.

**Time : 3 hours** **Max. Marks : 80**

## Section–A

**1.** People under the International Poverty Line are living on less than ..... per day.

*or* One of the major causes of poverty in India is lack of ..... .

**2.** How are the members of Council of Minister appointed?

**3.** Which of the following is correctly arranged in terms of their population density (highest density to lowest density)?

(a) Assam, Kerala, Arunachal Pradesh (b) Kerala, Assam, Arunachal Pradesh
(c) Assam, Arunachal Pradesh, Kerala (d) Kerala, Arunachal Pradesh, Assam

**4.** Which of the following Union Territories has the largest number of Lok Sabha seats?

(a) Puducherry (b) Delhi (c) Lakshadweep (d) Chandigarh

**5.** The phenomenon of 'October Heat' is the characteristic feature of which season?

*or* Which sea is responsible for the Western cyclonic disturbances in winter?

**6.** Choose the correct option from column I and II.

| List I | List II |
|---|---|
| A. Maasailand was cut in to half | 1. 1919 |
| B. Tanganyika came under British control | 2. 1964 |
| C. Formation of Tanzania | 3. 1885 |

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**Codes**

| | A | B | C |
|---|---|---|---|
| (a) | 1 | 2 | 3 |
| (c) | 3 | 1 | 2 |

| | A | B | C |
|---|---|---|---|
| (b) | 3 | 2 | 1 |
| (d) | 2 | 1 | 3 |

**7.** The Russian Social Democratic Workers Party was founded in ..... by socialists who respected Marx's ideas.

**8.** Complete the following table with correct information regarding thorn forests and scrubs .

| Thorn Forests and Scrubs | Annual Rainfall | Where found | Species of plants found |
|---|---|---|---|
| | A - ? | Semi-arid areas of Rajasthan, Gujarat, Haryana, Madhya Pradesh, Uttar Pradesh and Chhattisgarh | B -? |

**9.** How can we invest in human capital?

*or* What does HYV stand for?

**10.** With which soil are the Northern Plains of India formed?

(a) Alluvial (b) Black
(c) Red (d) Laterite

**11.** The lowest poverty rate in India is found in

(a) Kerala (b) Punjab
(c) West Bengal (d) Tamil Nadu

**12.** For Lok Sabha election, the country is divided into ..... constituencies.

*or* In India, every adult citizen has the right to vote regardless of his or her ..... .

**13.** Which of the following is not true regarding China's election?

(a) Elections are regularly held after every five years.
(b) Before contesting elections, a candidate needs the approval of the Chinese Communist Party.
(c) The government is always formed by the Communist Party.
(d) Every Party has fare chance to come into power.

**14.** Find the incorrect option.

(a) Elections should be conducted in free and fair manner.
(b) Everyone should have the right to choose their representative.
(c) Elections are necessary and mandatory in all forms of government.
(d) Elections are held in all constituencies at the same time, either on the same day or within a few days.

**15.** Arrange the following events in the correct chronological order due to which General Musharraf established his rule in Pakistan.

(i) Musharraf issued a 'Legal Framework Order' by which the President can dismiss the national or provincial assemblies.
(ii) Musharraf overthrew a democratically elected government by a military coup and declared himself Chief Executive of the country.
(iii) Elections were held to the national and provincial assemblies.
(iv) Musharraf changed his designation to President.

**Codes**

(a) (iv), (iii), (i), (ii) (b) (ii), (iv), (iii), (i)
(c) (ii), (i), (iii), (iv) (d) (ii), (iv), (i), (iii)

**16.** In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

**Assertion** (A) Rickshawallahs, tongawallahs, jeeps, tractors and trucks ferry people and goods from Palampur to Raiganj, and in return get paid for it.
**Reason** (R) There are a variety of vehicles on the road connecting Palampur to Raiganj.

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**Codes**

(a) Both A and R are true and R is the correct explanation of A
(b) Both A and R are true, but R is not the correct explanation of A
(c) A is true, but R is false
(d) A is false, but R is true

## Section-B

**17.** Do you think working with institutions is not easy in democracy?

*or* What are the distinctions between political executives and permanent executives?

**18.** Why does unemployment have a negative effect on the economic development of a country? Give reasons.

*or* Enumerate three features of the National Health Policy, 2002.

**19.** State the points which highlight the importance of outcomes of election in India.

**20.** What is sex ratio? Why has sex ratio been unfavourable to females? Explain any four reasons.

**21.** Why did scale of hunting increase in India under the colonial rule?

**22.** Describe the contribution of Green Revolution to eradicate the poverty in India.

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## Section-C

**23.** Read the source and answer the following questions.

The war had a devastating impact on the entire continent both psychologically and financially. From a continent of creditors, Europe turned into one of debtors. Unfortunately, the infant Weimar Republic was being made to pay for the sins of the old empire. The republic carried the burden of war guilt and national humiliation and was financially crippled by being forced to pay compensation. Those who supported the Weimar Republic, mainly Socialists, Catholics and Democrats, became easy targets of attack in the conservative nationalist circles. They were mockingly called the 'November criminals'. This mindset had a major impact on the political developments of the early 1930s, as we will soon see.

The First World War left a deep imprint on European society and polity. Soldiers came to be placed above civilians. Politicians and publicists laid great stress on the need for men to be aggressive, strong and masculine. The media glorified trench life. The truth, however, was that soldiers lived miserable lives in these trenches, trapped with rats feeding on corpses. They faced poisonous gas and enemy shelling, and witnessed their ranks reduce rapidly. Aggressive war propaganda and national honour occupied centre stage in the public sphere, while popular support grew for conservative dictatorships that had recently come into being. Democracy was indeed a young and fragile idea, which could not survive the instabilities of interwar Europe.

(i) Which war had a devastating impact on the entire continent, both psychologically and financially?
(a) The Civil War in Russia
(b) The First World War
(c) The Second World War
(d) None of these

(ii) Identify the 'November Criminals'
(a) Socialists
(b) Catholics
(c) Democrats
(d) All of these

(iii) Which of the following statements regarding the influence of the First World War is true?
(a) After war soldiers were honoured more than civilians.
(b) Politicians thought that man should be aggressive strong and masculine.
(c) The trench life was glorified.
(d) All of the above

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(iv) Why democracy became a fragile idea after the First World War?
(a) It could not survive in the instabilities of Europe due to interwar between diffferent countries.
(b) Politicians discarded the concept of democracy.
(c) Society was not prepared to accept the idea.
(d) Both (b) and (c)

**24.** Read the source and answer the following questions.

The Western Ghats are higher than the Eastern Ghats. Their average elevation is 900– 1600 metres as against 600 metres of the Eastern Ghats. The Eastern Ghats stretch from the Mahanadi Valley to the Nilgiris in the South. The Eastern Ghats are discontinuous and irregular and dissected by rivers draining into the Bay of Bengal. The Western Ghats cause orographic rain by facing the rain bearing moist winds to rise along the Western slopes of the Ghats. The Western Ghats are known by different local names. The height of the Western Ghats progressively increases from North to South. The highest peaks include the Anai Mudi (2,695 metres) and the Dodda Betta (2,637 metres). Mahendragiri (1,501 metres) is the highest peak in the Eastern Ghats. Shevroy Hills and the Javadi Hills are located to the South-East of the Eastern Ghats. Locate the famous hill stations of Udhagamandalam, popularly known as Ooty and the Kodaikanal. One of the distinct features of the Peninsular plateau is the black soil area known as Deccan Trap. This is of volcanic origin, hence, the rocks are igneous. Actually, these rocks have denuded over time and are responsible for the formation of black soil. The Aravali Hills lie on the Western and North-Western margins of the Peninsular plateau. These are highly eroded hills and are found as broken hills. They extend from Gujarat to Delhi in a South-West-North-East direction.

(i) The average elevation of Western Ghats is
(a) 600 m to 1000 m (b) 900 m to 1600 m
(c) 700 m to 1200 m (d) 900 m to 2000 m

(ii) The Eastern Ghats stretch from the ..... Valley to the ..... in the South.
(a) Krishna, Javadi hills (b) Kaveri, Nilgiris
(c) Mahanadi, Nilgiris (d) Godavari, Anai Mudi peak

(iii) The Western Ghats cause which type of rainfall?
(a) Conventional rainfall (b) Orographic rainfall
(c) Cyclonic rainfall (d) None of the above

(iv) The highest peak of Eastern Ghats is
(a) Anai Mudi (b) Dodda Betta
(c) Mahendragiri (d) Shevroy hills

**25.** Read the source and answer the following questions.

Elections are all about political competition. This competition takes various forms. The most obvious form is the competition among political parties. At the constituency level, it takes the form of competition among several candidates. If there is no competition, elections will become pointless.

But is it good to have political competition? Clearly, an electoral competition has many demerits. It creates a sense of disunity and 'factionalism' in every locality. You would have heard of people complaining of 'party-politics' in your locality. Different political parties and leaders often level allegations against one another. Parties and candidates often use dirty tricks to win elections. Some people say that this pressure to win electoral fights does not allow sensible long-term policies to be formulated. Some good people who may wish to serve the country do not enter this arena. They do not like the idea of being dragged into unhealthy competition.

Our Constitution makers were aware of these problems. Yet they opted for free competition in elections as the way to select our future leaders. They did so because this system works better in the long run. In an ideal world all political leaders know what is good for the people and are motivated only by a desire to serve them. Political competition is not necessary in such an ideal world. But that is not what happens in real life. Political leaders all over the world, like all other professionals, are motivated by a desire to advance their political careers. They want to remain in power or get power and positions for themselves. They may wish to serve the people as well, but it is risky to depend entirely on their sense of duty. Besides even when they wish to serve the people, they may not know what is required to do so, or their ideas may not match what the people really want.

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How do we deal with this real life situation? One way is to try and improve the knowledge and character of political leaders. The other and more realistic way is to set up a system where political leaders are rewarded for serving the people and punished for not doing so.

Who decides this reward or punishment? The simple answer is the people. This is what electoral competition does. Regular electoral competition provides incentives to political parties and leaders. They know that if they raise issues that people want to be raised, their popularity and chances of victory will increase in the next elections. But if they fail to satisfy the voters with their work they will not be able to win again.

(i) Elections are regarded as
- (a) political competition among different political parties.
- (b) competition among several candidates of a constituency.
- (c) way to capture power of state machinery.
- (d) All of the above

(ii) What is the demerit of electoral competition?
- (a) It creates a sense of disunity and factionalism in every locality.
- (b) Parties and candidates sometimes use dirty tricks to win the elections.
- (c) Some good people do not wish to participate in politics because of unhealthy competition.
- (d) All of the above

(iii) Ideally all political leaders want to
- (a) do nothing for the people
- (b) serve the people badly.
- (c) remain in power and position.
- (d) Both (a) and (b)

(iv) What is the lesson the political leader learn from an election?
- (a) If he raises real problems of people, his popularity remains.
- (b) It is the real place for acquiring power and position.
- (c) He should maintain the ideology of his party.
- (d) All of the above

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**26.** Read the source and answer the following questions.

Unemployment leads to wastage of manpower resource. People who are an asset for the economy turn into a liability. There is a feeling of hopelessness and despair among the youth. People do not have enough money to support their family. Inability of educated people who are willing to work to find gainful employment implies a great social waste.

Unemployment tends to increase economic overload. The dependence of the unemployed on the working population increases. The quality of life of an individual as well as of society is adversely affected. When a family has to live on a bare subsistence level there is a general decline in its health status and rising withdrawal from the school system.

Hence unemployment has detrimental impact on the overall growth of an economy. Increase in unemployment is an indicator of a depressed economy. It also wastes the resource, which could have been gainfully employed. If people cannot be used as a resource they naturally appear as a liability to the economy.

(i) Unemployment turns people who are a workforce of a country into ....
- (a) asset
- (b) labour force
- (c) liability
- (d) working population

(ii) Which of the following is an effect of unemployment?
- (a) Low quality of life
- (b) Decline in health
- (c) Rise in economic overload
- (d) All of the above

(iii) In the source, what do you understand by depressed economy?
- (a) Low economic growth
- (b) High economic growth
- (c) Mild economic growth
- (d) Very high economic growth

(iv) Which of the following options does not help in reducing unemployment?
- (a) Opening self-employment opportunities.
- (b) Working in non-farm activities.
- (c) Dropping school to get employed.
- (d) Learning some new skill.

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## Section-D

**27.** Name the two coastal strips that flank the Peninsular plateau. Distinguish the two by giving five characteristics of each.

**28.** "Hunger is an important aspect indicating food insecurity." Justify the statement with suitable arguments.

*or* Give detailed insight into the rationing system of India.

**29.** "Elections in democracy are all about political competition." Is this competition always good? Analyse the statement.

*or* "The rulers of non-democratic countries also need to hold elections." Explain.

**30.** Analyse the role of Jacobins in the French society.

*or* Describe the divisions in French society before the French Revolution.

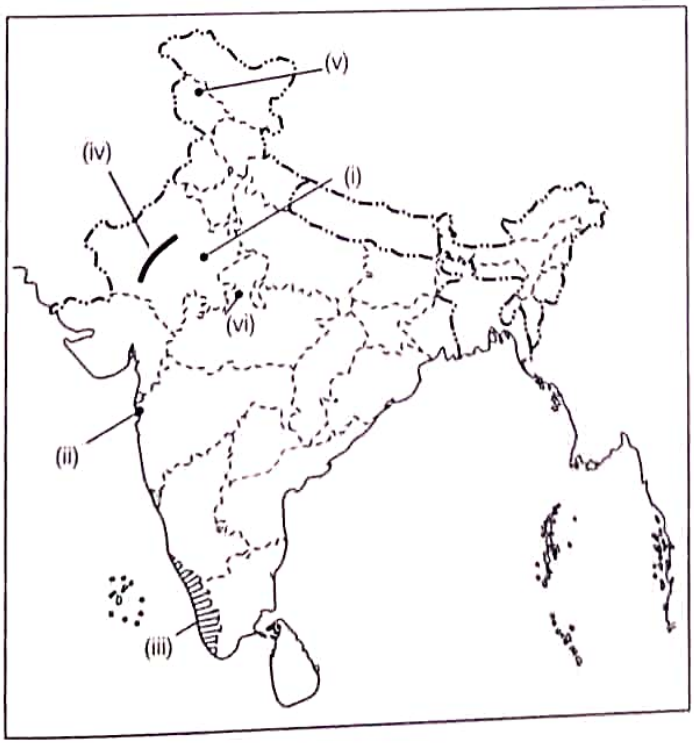
**31.** Why is a ration shop called 'Fair Price Shop'? Why does government have a system of different ration cards?

## Section-E

**32.** (a) On the map of world, locate and label the two countries of Allied powers which formed the 'Western front' in the First World War. (2)

(b) Five features are marked on the given map of India. Identify any three of them and write their names in the marked space on the map. (3)

(i) The capital of Rajasthan
(ii) The capital of Maharashtra
(iii) Coastal Plains in Kerala
(iv) A mountain range
(v) A lake

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# Answers

**1.** US $1 *or* land resources

**3.** (*b*) Kerala, Assam, Arunachal Pradesh

**4.** (*b*) Delhi

**6.** (*c*)

**7.** 1898

**8.** A. Less than 70 cm, B. Acacias, palms, euphorbia and cacti

**10.** (*a*) Alluvial

**11.** (*a*) Kerala

**12.** 543 *or* caste, religion or gender

**13.** (*d*) Every Party has fare chance to come into power.

**14.** (*c*) Elections are necessary and mandatory in all forms of government.

**15.** (*d*) (ii), (iv), (i), (iii)

**16.** (*b*) Both A and R are true, but R is not the correct explanation of A

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